











# CURRICULUM MAP – KS2 – PATHWAY 2 – SPRING 2 – 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></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>Living Things and their Habitats</b> During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> <li>▪ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird;</li> <li>▪ Describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>Working Scientifically Skills</b></p> <ul style="list-style-type: none"> <li>▪ Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> </ul>	<p><b>Computing</b></p> 	<p><b>Productivity – Multimedia Presentations</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 present information on a specific topic.</li> </ul>
<p><b>Humanities</b></p> 	<p><b>Crime and punishment</b> During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> <li>▪ Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>▪ Be introduced to the development of the system of courts, police and different approaches to punishment from the Anglo-Saxon times to the modern day Britain.</li> </ul>	<p><b>Art and Design</b></p> 	<p><b>The Formal Elements of Art: Line, Tone, Texture and Composition</b> Students will further develop their drawing, shading and mark-making skills, applying key skills learned in Spring 1, to develop their understanding and ability to:</p> <ul style="list-style-type: none"> <li>▪ Explore and respond to artist Monami Ohno's artwork, creating visual developments and written analysis</li> <li>▪ Investigate a range of basic cardboard manipulation techniques</li> <li>▪ Create and present a final 3D outcome inspired by artist research and cardboard sculpting</li> </ul>
<p><b>PSHE</b></p>	<p><b>LOWER KS2</b> <b>Core Theme 2: Relationships</b> UNIT 2: COLLABORATION</p> <ul style="list-style-type: none"> <li>▪ Working Together 1,2; Shared Goals</li> </ul> <p>UNIT 3: BULLYING</p>	<p><b>Religious Education</b></p>	<p><b>Christianity</b> (Plan BEE Unit: Why is Easter important to Christians?) During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> <li>▪ Learn about the events of Palm Sunday;</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Reaction; Self-Worth; Persistence and Resilience; Negative Persistence</li> </ul> <p><b>UPPER KS2</b></p> <p><b>Core Theme 2: Relationships</b></p> <p>UNIT 4: HEALTHY RELATIONSHIPS</p> <ul style="list-style-type: none"> <li>▪ Physical Contact; Support and Care; Marriage; Mental Wellbeing; Online Relationships</li> </ul>		<ul style="list-style-type: none"> <li>▪ Learn about the significance of the Last Supper;</li> <li>▪ Learn about the events that led up to Jesus being arrested;</li> <li>▪ Find out about the events and emotions surrounding the crucifixion of Jesus;</li> <li>▪ Find out about the events of the resurrection and to explore Christian beliefs in life after death;</li> <li>▪ Learn about the meaning of 'Messiah' for Jesus and to summarise the events of Holy Week.</li> </ul>
<p><b>Physical Education</b></p> 	<p><b>Adapted Net and Wall</b></p> <ul style="list-style-type: none"> <li>▪ The children will develop throwing, catching and movement skills leading up to using a racket where appropriate</li> </ul>	<p><b>Music</b></p> 	<p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>▪ Pupils will explore different concepts and ideas of spontaneous music making and improvisation. They will play different improvisation games and move onto constructing simple improvised phrases. This will incorporate a mix of tuned and non-tuned percussion.</li> </ul>