
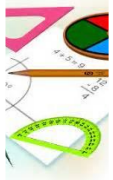










# CURRICULUM MAP – KS2 – PATHWAY 2 - AUTUMN 2 – 2024-25

<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 (Number and Place Value): Identify, represent, compare and order numbers to 20; Doubling and halving; one more and one less.</li> <li>▪ Number (Addition and Subtraction): Represent and explain addition and subtraction strategies including ‘Make ten’; Use known facts to add and subtract.</li> </ul> <p style="text-align: center;"><b>2</b></p> <ul style="list-style-type: none"> <li>▪ Measurement (Length): Understand appropriate units of measure; compare and order; read scales</li> <li>▪ Statistics: Interpret and construct tables, tally charts, pictograms and block diagrams; ask/answer questions about totalling and comparing data</li> <li>▪ Number (Multiplication and Division). Calculate mathematical statements; understand commutativity; solve problems using concrete, pictorial, written and mental methods.</li> </ul> <p style="text-align: center;"><b>3</b></p> <ul style="list-style-type: none"> <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; illustrate and explain formal written method</li> <li>▪ Measurement (Length and Perimeter): Measure, draw and compare lengths; add and subtract lengths; calculate perimeter.</li> </ul>
<p><b>Science</b></p> 	<p><b>Properties and Changes of Materials</b></p> <p>During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> <li>▪ Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets;</li> <li>▪ Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution;</li> <li>▪ Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating;</li> <li>▪ Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic;</li> <li>▪ Demonstrate that dissolving, mixing and changes of state are reversible changes;</li> <li>▪ Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul> <p><b>Working Scientifically Skills</b></p> <ul style="list-style-type: none"> <li>▪ Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>▪ Use test results to make predictions to set up further comparative and fair tests.</li> </ul>	<p><b>Computing</b></p> 	<p><b>Networks and the Internet – Understanding Computers</b></p> <ul style="list-style-type: none"> <li>▪ Children will explore common technology and devices – recognising their uses and developing skills.</li> <li>▪ Children will learn about computers – identifying the main parts and their functions, along with understanding that computers have input and output devices.</li> <li>▪ Children will explore how computers are part of a network and the roles of the different components in a network.</li> </ul>

	<ul style="list-style-type: none"> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> </ul>		
<b>Humanities</b> 	<b>Ancient Egypt</b> During this teaching sequence, the children will: <ul style="list-style-type: none"> <li>Recognise the achievements of the earliest civilizations.</li> <li>Study Ancient Egypt in depth. Children will learn specifically about the pyramids, daily life, and other aspects of the Egyptian culture.</li> </ul>	<b>Art and Design</b> 	<b>The Formal Elements of Art: Colour and Composition</b> Students will further explore colour theory, applying key skills learned in Autumn 1. They will develop their understanding and ability to: <ul style="list-style-type: none"> <li>Research and respond to the art work of KwangHo Shin, creating visual developments and written analysis</li> <li>Refine colour blending and application skills using a range of media and materials</li> <li>Revisit portraiture, looking at distortion and layering</li> <li>Create and present collaborative final outcomes, inspired by artist research and figures in movement</li> </ul>
<b>PSHE</b> 	<b>LOWER KS2</b> <b>Core Theme 1: Health and Wellbeing</b> UNIT 6: Safety <ul style="list-style-type: none"> <li>E-Safety; Online Privacy 1,2,3; Internet Use 1,2</li> </ul> UNIT 7: Growing and Changing <ul style="list-style-type: none"> <li>Before Puberty; Visible Changes</li> </ul> UNIT 8: FIRST AID <ul style="list-style-type: none"> <li>How to Help; Emergency Calls 1,2</li> </ul> <b>UPPER KS2</b> <b>Core Theme 1: Health and Wellbeing</b> UNIT 5: SAFETY <ul style="list-style-type: none"> <li>Drugs; Alcohol; Tobacco; Substance Abuse; Basic First Aid; Internet Safety</li> </ul>	<b>Religious Education</b> 	<b>Christianity</b> (Plan BEE Unit: Stories of Christianity) During this teaching sequence, the children will: <ul style="list-style-type: none"> <li>Explore the themes of the Bible and identify familiar stories;</li> <li>Explore the story of Ruth and Naomi;</li> <li>Explore the story of Daniel and relate this to religious persecution today;</li> <li>Explore the parables of Jesus;</li> <li>Find out about Christian baptism through the story of John the Baptist;</li> <li>Find out about Paul and the early church.</li> </ul>
<b>Physical Education</b> 	<b>Ball Skills</b> <ul style="list-style-type: none"> <li>The children will participate in individual and group activities, developing their coordination and ball skills.</li> </ul>	<b>Music</b> 	<b>Performance</b> <ul style="list-style-type: none"> <li>Pupils will learn and rehearse a well know Christmas melody. This unit may be instrumental or song based.</li> </ul>