
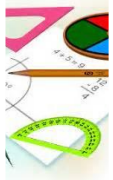










CURRICULUM MAP – KS2 – PATHWAY 2 - SPRING 1 – 2024-25

<p>English</p> 	<p>Power Of Reading Texts:</p> <ul style="list-style-type: none"> ▪ Out and About – Poetry – (XXX) ▪ Where the Wild Things Are – Classic Texts and Modern Classics – (XXX) ▪ 10 things I can do to help my world – Non-Fiction – (XXX) ▪ How to Find Gold – Picture Book – (XXX) ▪ Bob, Man on the Moon – Contemporary Fiction – (XXX) ▪ The Hodgeheg - Classic Texts and Modern Classics – (XXX) 	<p>Mathematics</p> 	<p>Maths Mastery Curriculum</p> <p style="text-align: center;">1</p> <ul style="list-style-type: none"> ▪ Measurement (Time): Tell and write the time; compare and sequence intervals of time. ▪ Number (Addition and Subtraction): Explore and explain addition and subtraction strategies. ▪ Number (Number and Place Value): 2-digit numbers up to 50 – represent, sequence, compare, explore; Explore number patterns. <p style="text-align: center;">2</p> <ul style="list-style-type: none"> ▪ Measurement (Time): Tell and write the time; compare and sequence intervals of time. ▪ Number (Fractions): Recognise, find, name and write simple fractions of objects and quantities; recognise equivalences between. ▪ Number (Addition and Subtraction): Solve problems involving numbers, quantities and measures; estimate and check calculations. <p style="text-align: center;">3</p> <ul style="list-style-type: none"> ▪ Number (Multiplication and Division): Calculate mathematical statements; understand commutativity and inverse; solve problems using concrete, pictorial, written and mental methods; explore multiplicative structures: equal groups/parts, change and comparison, correspondence problems. ▪ Number (Multiplication and Division): Deriving multiplication and division facts.
<p>Science</p> 	<p>Light</p> <p>During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> ▪ Recognise that light appears to travel in straight lines; ▪ Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye; ▪ Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes; ▪ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Working Scientifically Skills</p> <ul style="list-style-type: none"> ▪ Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. ▪ Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. 	<p>Computing</p> 	<p>Creativity – Graphics and Animation</p> <ul style="list-style-type: none"> ▪ Children will create and edit graphics on digital devices, including importing photographs and exploring using a range of visual effects. ▪ Children will create animations using a range of techniques to illustrate a story or an idea.
<p>Humanities</p> 	<p>Our Local Area</p> <p>During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> ▪ Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time. ▪ Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. ▪ Use fieldwork to observe, measure, record and present the human and physical 	<p>Art and Design</p> 	<p>The Formal Elements of Art: Line, Tone and Texture</p> <p>Students will develop their drawing, shading and mark-making skills using a range of media techniques, to further their understanding and ability to:</p> <ul style="list-style-type: none"> ▪ Create a series of observational drawings using line and tone ▪ Apply tonal range using different media, to create shape and form in a drawing ▪ Produce mark-making experiments, exploring 2D texture ▪ Experiment with the mono-printing process to producing linear and tonal prints

	features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
<p>PSHE</p> 	<p>LOWER KS2</p> <p>Core Theme 2: Relationships</p> <p>UNIT 1: COMMUNICATION</p> <ul style="list-style-type: none"> Clear Messages; How to Listen; Responding to Others; Expressing Opinions <p>UPPER KS2</p> <p>Core Theme 2: Relationships</p> <p>UNIT 1: COMMUNICATION</p> <ul style="list-style-type: none"> Confidentiality; Listening; Responding <p>UNIT 3: SIMILARITIES AND DIFFERENCES</p> <ul style="list-style-type: none"> Race and Ethnicity; Gender Stereotypes; Culture 	<p>Religious Education</p> 	<p>All Religions</p> <p>(Plan BEE Unit: Belief in our Community)</p> <p>During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> Find out about the different beliefs of religious and non-religious communities in our local area; Consider the ways in which belonging to a religious community can help people; Find out about the impact faith and beliefs have had on the lives of inspirational figures; Consider the difficulties for people of different religious beliefs living in non-religious communities; Think about what makes it difficult to live life according to our own beliefs.
<p>Physical Education</p> 	<p>Sending and Receiving</p> <ul style="list-style-type: none"> The children will perform basic movements including running, throwing and catching in isolation. 	<p>Music</p> 	<p>Composition</p> <ul style="list-style-type: none"> Pupils will learn and analyse a simple well-known melody and then compose their own melody based on the features of the existing melody. This unit will use tuned percussion.