

Key Stage 2 Curriculum Map Year A Autumn 2

Fountains/Central Year A Autumn 2		
<p>English Fiction Associated grammar Non fiction Associated AP sentence</p>	<p>The Seven Voyages of Sinbad the Sailor by John Yeoman) Entertain: Extended narrative- retelling the story as first-person narrative, with own adventures, Diary- a character's diary telling the story from their point of view (e.g. Sinbad). Letters- letters from characters in the stories to one another Describe: Detailed description of one setting from a text Inform: A short non-fiction text about a country or time in history from one of the books studied. Poetry: Nations favourite Children's Poems Entertain: Write own poems based on existing poems (e.g. a narrative poem with a based on Adventures of Isobel by Ogden Nash or a poem set in school, such as those in Please Mrs Butler.)</p>	
	<p>Non fiction-Instructions on travel options between different places Imagine sentences</p>	
<p>Maths</p>	<p>Yr 3 Number – Addition and subtraction • add and subtract numbers mentally, including: – a three-digit number and ones– a three-digit number and tens– a three-digit number and hundreds • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction, Geometry – Properties of shapes • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half turn, three make three-quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle, Number – Number and place value • count from 0 in multiples of 4 and 8 Number – Multiplication and division • recall and use multiplication and division facts for the 4 and 8 multiplication tables • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects Measurement (time) • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight Yr 4 Number – Addition and subtraction • practise mental methods with increasingly large numbers to aid fluency * • add numbers with up to four digits using the formal written method of columnar addition where appropriate • estimate answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Decimals • extend understanding of the number system and decimal place value to tenths * • recognise and write decimal equivalents of any number of tenths • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measure problems involving decimals to two decimal places Measurement (mass) • convert between different units of measure • estimate, compare and calculate different measures Number – Number and place value • count in multiples of 7 Number – Multiplication and division • recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations • multiply two-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit Measurement (time) • convert between different units of measure • read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months;</p>	
	Key knowledge	Key content/vocabulary
	Key skills	

<p>Topic theme Maps of the World</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>•use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>•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</li> </ul>	<p>Gather information Ask geographical questions, Use a simple database to present findings from fieldwork, Record findings from fieldtrips, Use a database to present findings Use appropriate terminology. Sketching-Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction, Audio/Visual-Select views to photograph Add titles and labels giving date and location Information, -Consider how photo's provide useful evidence use a camera independently. Locate position of a photo on a map</p>	<p>Identify key regions of the world including compass points and tropics</p>
<p>Science- Animals Inc Humans</p>	<p>3b1: 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 3b2: identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>ks2w1: asking relevant questions and using different types of scientific enquiries to answer them lks2w2: setting up simple practical enquiries, comparative and fair tests lks2w3: making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers lks2w4: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions lks2w5: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables lks2w6: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions lks2w7: using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions lks2w8: identifying differences, similarities or changes related to simple scientific ideas and processes lks2w9: using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions</p>
<p>R.E</p>	<p>God- Islam</p>	<p>oneness of God (tawhid) and its reflection in the shahadah (statement of faith) ☑ God as creator who has created the universe to be in harmony (muslim – literally, ‘in submission’ to the will of God); has created human beings to be ‘abd (servant) and khalifa (regent) to help him keep things in harmony; has set out a straight path (shariah) to help maintain this harmony and offered guidance (the natural world, the Qur’an and the prophets) to help humans follow this path ☑ The connection between iman (faith/beliefs) and ibadah (worship/practice) – the ways in which key practices express Muslim beliefs: Five Pillars:</p>	<p>What do the main concepts in Islam reveal about the nature of Allah? ☑ What is the purpose of visual symbols in a mosque?</p>

		<p>1. Shahadah (statement of belief): “There is no God but God, and Muhammad is his prophet”; expresses beliefs about God and the prophets</p> <p>2. Salat (prayer five times a day): incorporates the Shahadah, involves all Muslims praying together in harmony</p> <p>3. Zakat (charitable giving): 2.5% of disposable income annually; purpose is to bring about harmony in a world in which some people have more than they need and some people don’t have enough</p> <p>4. Sawm (fasting during the month of Ramadan): during this month, Muslims do not eat or drink during the hours of sunlight; the fast as a way to remind Muslims of their commitment to the one God and as a way of helping them experience what it is like go without, which is what life is like every day for some people in the world – this should prompt them to try to address this disharmony and bring about more harmony in the world</p> <p>5. Hajj (pilgrimage to Makkah): Muslims are expected to carry out this pilgrimage at least once during their lifetime; Muslims all travel to Makkah at the same time, perform the same prayers, speaking the same words, at the same time, carry out the same actions at the same time – the pilgrimage as a symbol of the harmony of the global Muslim community (the <i>ummah</i>) and their belief in one God</p> <p>☑ The <i>masjid</i> (mosque) as a ‘place of prostration’ – the role of the mosque in Muslim belief and practice; key features (e.g. <i>qibla</i>, <i>minaret</i>, <i>minbar</i>, prayer mats, facilities for <i>wudu</i>); ways in which mosques engage with the local community, e.g. #VisitMyMosque day, foodbanks, etc.</p>	
Music 3.3 Sounds- Around the World	Pupils should be taught to: ☑play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch) Select instruments and create sounds to describe visual images	how instruments can be classified according to the sounds they produce. Music from around the world introduces the children to different timbres and structures as they create musical conversations.
Art Monet-life and paintings	Pupils should be taught: •about great artists, architects and designers in history	Use sketchbooks to record drawings from observation, Experiment with different tones using graded pencils, Include increased detail within work Draw on a range of scales, Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) Use a variety of brushes and experiment with ways of marking with them, Develop shadows, Use of tracing	Use the work of artists to replicate ideas or inspire own work e.g. Picasso
Computing 3.2 We are Bug Fixers	Debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	develop a number of strategies for finding errors in programs, build up resilience and strategies for problem solving, increase their knowledge and understanding of Scratch, recognise a number of common types of bug in software.	The children work with six example Scratch projects. They explain how the scripts work, finding and correcting errors in them, and explore

	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.		creative ways of improving them. The children learn to recognise some common types of programming error, and practise solving problems through logical thinking.
MFL 3.2 En Classe	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>•listen attentively to spoken language and show understanding by joining in and responding</li> <li>•explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>•engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>•speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>•develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>•present ideas and information orally to a range of audiences*</li> </ul>	<p>O3.1 Listen and respond to simple rhymes, stories and songs</p> <p>O3.2 Recognise and respond to sound patterns and words</p> <p>O3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <p>O3.4 Listen attentively and understand instructions, everyday classroom language and praise words</p> <p>L3.1 Recognise some familiar words in written form</p> <p>L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <p>L3.3 Experiment with the writing of simple words</p>	<p>classroom objects: une trousse (pencil case), un stylo (pen), une règle (ruler), un crayon (pencil), un cahier (exercise book), un livre (text book), un sac (bag), une gomme (rubber)</p> <p>colours: rouge (red), rose (pink), bleu (blue), jaune (yellow), marron (brown), orange (orange) give your age: J'ai... ans. classroom instructions: écoutez, regardez, lisez, asseyezvous, levez-vous, écrivez, chantez</p>
PE Dance	perform dances using a range of movement patterns	<p>Create longer, challenging dance phrases/dances</p> <p>Select appropriate movement material to express ideas/thoughts/feelings</p> <p>Develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction, level, pathways</p> <p>Relationships (WHO); solo/duo/trio, unison/canon/contrast</p> <p>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</p> <p>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <p>Link phrases to music</p>	Dance
PSHE/RE Friendship and community	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even	<p>Yr 3 R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p>	<p>Yr 3 R12, L2</p> <p>Yr 4 L3, L4, L7</p>

	<p>strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>	<p>Yr 4 L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>	
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