

Key Stage 2 Curriculum Map Year A Autumn 2

Ramsey/Kelso/Hyde Year A Autumn 2	
English Fiction Associated grammar Non fiction Associated AP sentence	<p>Treasure Island-RL Stevenson 3 weeks</p> <p>Entertain: Extended narrative- story using structures, devices or characters from the novel studied (e.g. 'the further adventures of...'; another story set in the same world; or a short story around a similar theme).</p> <p>Interview- interview with one significant character in magazine/online format</p> <p>Discuss: Personal responses to the story showing understanding of ideas, language and themes.</p> <p>Non fiction-persuasion</p> <p>Imagine sentences</p>
Maths	<p>Yr 5 Addition and subtraction • add whole numbers with more than four digits, including using formal written methods (columnar addition) • add numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Decimals • read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] • round decimals with two decimal places to the nearest whole number and to one decimal place • practise adding decimals, including complements of 1 (for example, $0.83 + 0.17 = 1$) * • recognise and describe linear number sequences involving decimals, and find the term-to-term rule Measurement (mass) • convert between different units of metric measure (for example, gram and kilogram) • understand and use approximate equivalences between metric units and common imperial units such as pounds • use all four operations to solve problems involving measure [for example, mass] using decimal notation, including scaling Multiplication and division • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • multiply numbers up to four digits by a one-digit number using a formal written method • multiply and divide numbers mentally drawing upon known Facts • multiply whole numbers by 10, 100 and 1000 • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • solve problems involving multiplication and division, including using their knowledge of squares and cubes • solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign Multiplication and division • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 Measurement (time) • solve problems involving converting between units of time</p> <p>Year 6, Addition and subtraction • practise addition and subtraction for larger numbers, using the formal written methods of columnar addition and subtraction * • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy Decimals • identify the value of each digit in numbers given to three decimal places, and multiply and divide numbers by 10, 100 and 1000 giving the answers up to three decimal places • multiply decimals by whole numbers, starting with the simplest cases, such as $0.4 \times 2 = 0.8$, and in practical contexts, such as measures and money * • solve problems that require answers to be rounded to specified degrees of accuracy Measurement (length) • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places • convert between miles and kilometres Multiplication and division • practise division for larger numbers, using the formal written method of short division * • divide numbers up to four digits by a two-digit number using the formal written method of short division where appropriate • perform mental calculations, including with large numbers • identify common factors, common multiples and prime numbers • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations Percentages (including fractions and decimals) • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • recall and use equivalences between simple fractions, decimals and percentages • solve problems involving the calculation of percentages</p>

	[for example, of measures, and such as 15% of 360] and the use of percentages for comparison Measurement (time) • use, read, write and convert between standard units, converting units		
	Key knowledge	Key skills	Key content/vocabulary
Topic theme Compare and Contrast- America	Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Pupils show their knowledge, skills and understanding in studies of a range of places at more than one scale and in different parts of the world. They begin to recognise geographical patterns and to appreciate the importance of wider geographical location in understanding places Pupils show their knowledge, skills and understanding in studies of a range of places at more than one scale and in different parts of the world. They recognise some of the links and relationships that make places dependent on each other.	Compare and contrast key geographical features of America and England
Science- Animals Inc Humans	6b1: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 6b2: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 6b3: describe the ways in which nutrients and water are transported within animals, including humans.	uks2w1: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary uks2w2: taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate uks2w3: recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs uks2w4: using test results to make predictions to set up further comparative and fair tests uks2w5: reporting and presenting 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 uks2w6: identifying scientific evidence that has been used to support or refute ideas or arguments.	Pupils in years 5 and 6 should use their science experiences to: explore ideas and raise different kinds of questions; select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They should use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. They should make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; choose the most appropriate equipment to make measurements and explain how to use it accurately. They should decide how to record data from a choice of familiar approaches; look for different causal relationships in their data and identify evidence that refutes or supports their ideas. They should use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time
R.E	Big Questions-Do you have to believe in God to be Good?	Recognise that the word 'good' means different things to different people is a tsunami that floods a village a 'good'	Opportunity to study Buddhism/Humanism/atheism and explore e.g. issues of social justice

		<p>tsunami? A cancer cell that proliferates a 'good' cancer cell? What does 'good' look like in your school? At home? Amongst your friends? In the different religions you have studied?</p> <p>☒ Think about how understanding what 'bad' is might help us understand what 'good' is (the via negativa – understanding what something is by thinking about what it is not)</p> <p>☒ Examples of religions and worldviews that do not have a concept of God:</p> <p>Buddhism: the story of Siddhartha Gautama and his discovery of the Four Noble Truths; following the Eightfold Path as a way of escaping suffering and the cycle of birth, death and rebirth; the role of meditation and mindfulness in this process; the fact there is no God as part of this system; the Eightfold Path and the Five Precepts as moral guidance</p> <p>Humanism: key principles – trusting scientific method, rejecting the idea of the supernatural, making ethical decisions on basis of reason, empathy and a concern for human beings and sentient animals, belief that in the absence of an afterlife and any overarching purpose in the universe, humans can act to give their life meaning by seeking happiness in this life and helping others to do the same; see here for further teaching materials: https://understandinghumanism.org.uk/uhtheme/ethics/</p> <p>☒ Practical examples of ways in which Buddhists and Humanists respond to and act on ethical issues, e.g. care of the environment, poverty, care of the elderly, etc</p>	
<p>Music 5.2 Solar System</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •improvise and compose music for a range of purposes using the inter-related dimensions of music •listen with attention to detail and recall sounds with increasing aural memory 	<p>Develop musical imagination through experimenting, improvising and adapting sounds</p> <p>Explore different textures of un-tuned sounds</p> <p>Explore the relationship between sounds</p> <p>Explore different combinations of vocal sounds</p>	<p>a musical journey through the solar system, exploring how our universe inspired composers including Debussy, Holst and George Crumb. The children learn a song, and compose pieces linked to space.</p>
<p>Art Andy Warhol-printing</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •create sketch books to record their observations and use them to review and revisit ideas •improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) 	<p>Create polystyrene printing blocks to use with roller and ink</p> <p>Explore mono-printing (see below for artists)</p> <p>Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point</p> <p>Experiment with screen printing</p> <p>Design and create motifs to be turned into printing block images</p> <p>Investigate techniques from paper printing to work on fabrics</p>	<p>Explore the work of Andy Warhol and use his work as the impetus for their own printmaking</p>

<p>Computing 5.3 We are artists</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>develop an appreciation of the links between geometry and art become familiar with the tools and techniques of a vector graphics package, develop an understanding of turtle graphics experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers develop some awareness of computer-generated art, in particular fractal-based landscapes.</p>	<p>The pupils use vector and turtle graphics to explore geometric art, taking inspiration from the work of Escher, Riley and traditional Islamic artists, as well as experimenting with complex 'fractal' landscapes.</p>
<p>MFL 5.2 A l'école</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •listen attentively to spoken language and show understanding by joining in and responding •explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words •engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* •speak in sentences, using familiar vocabulary, phrases and basic language structures •develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* •present ideas and information orally to a range of audiences* 	<p>O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts O5.2 Understand and express simple opinions O5.3 Listen attentively and understand more complex phrases and sentences O5.4 Prepare a short presentation on a familiar topic L5.1 Re-read frequently a variety of short texts L5.2 Make simple sentences and short texts L5.3 Write words, phrases and short sentences, using a reference source IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country IU5.2 Recognise similarities and differences between places IU5.3 Compare symbols, objects or products which represent their own culture with those of another country</p>	<p>C'est... l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique J'aime/Je n'aime pas + subjects C'est bien/cool/nul Quelle heure est-il? Il est une heure et quart/et demie/moins le quart. Il est midi/minuit La récré, le déjeuner, l'école commence à... heure(s) et finit à...</p>
<p>PE Dance</p>	<p>perform dances using a range of movement patterns</p>	<p>Create longer, challenging dance phrases/dances Select appropriate movement material to express ideas/thoughts/feelings Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction, level, pathways Relationships (WHO); solo/duo/trio, unison/canon/ contrast</p>	<p>Dance</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>	
<p>PSHE/RE Friendship and community</p>	<p>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 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>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices L9. what being part of a community means, and about the varied institutions that support communities locally and nationally L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p>	<p>Yr 5/6 Lessons L8, L9, L10</p>