

Key Stage 2 Curriculum Map Year A Autumn 2

Sempringham/Lindisfarne/Phoenix Year A Autumn 2		
English Fiction Associated grammar Non fiction Associated AP sentence	<p>Hugo-Brian Selznick</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>Discuss: Personal responses to the novel showing understanding of ideas, language and themes.</p> <p>Describe: Detailed description of one character from the text.</p> <p>Non fiction-persuasion</p> <p>Imagine sentences</p>	
Maths	<p>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</p> <p>• 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</p> <p>up to two decimal places • solve simple measure problems involving decimals to two decimal places Measurement (mass) • convert between different units of measure</p> <p>• 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)</p> <p>• 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> <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, $0.71 = 71/100$] • 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>	
	Key knowledge	Key skills
		Key content/vocabulary

<p>Topic theme Compare and Contrast- Europe</p>	<p>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</p>	<p>Yr 4 Pupils show their knowledge, skills and understanding in studies at a local scale. They are aware that different places may have both similar and different characteristics. Yr 5 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.</p>	<p>Compare and contrast key geographical features of Europe and England</p>
<p>Science- Animals Inc Humans</p>	<p>4b1: describe the simple functions of the basic parts of the digestive system in humans 4b2: identify the different types of teeth in humans and their simple functions</p>	<p>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.</p>	<p>Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images</p>
<p>R.E</p>	<p>How do Muslims Worship?</p>	<p>The ideas we might explore ☑ Recap of key beliefs: God, tawhid, everything created in harmony (muslim), humans as 'abd and khalifa to help keep everything in harmony; the straight path (shariah) they follow to help them do this; the guidance God provides to help them follow the straight path – the natural world, the Qur'an and the prophets ☑ Ummah – the global community of Muslims and the way this relates to the idea of harmony and the straight path ☑ Sawm (fasting during the month of Ramadan): during this month, Muslims do not eat or drink during the hours of sunlight; not everyone is required to follow the fast – pregnant and menstruating women, young children, the sick, etc.; some flexibility, e.g. if a GCSE student is sitting exams during Ramadan or an athlete is participating in a major competition, they may forgo the fast and then carry it out at a later time; the fast as a way to remind Muslims of their</p>	<p>How is Muslim belief expressed collectively? ☑ How does Muslim worship and celebration build a sense of community? ☑ Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world</p>

		<p>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>Hajj (pilgrimage to Makkah): Muslims are expected to carry out this pilgrimage at least once during their lifetime; it focuses on Makkah, the birthplace of Islam and associated with key events in the lives of the Prophets Ibrahim and Muhammad; 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 ummah) and their belief in one God; the impact of the hajj on the environment</p> <p>☐ Umrah – non-mandatory, lesser pilgrimage to Makkah that can be carried out at any time; key features and the way in which this relates to key beliefs</p> <p>☐ The mosque (masjid) as a centre of the community; its role in providing education (the madrassah), welfare (by distributing zakat) and engaging with the wider local community (e.g. #VisitMyMosque day)☐</p>	
<p>Music</p> <p>4.6 Around the World</p> <p>4.8 Singing Spanish</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>Improvise - devise melodic phrases – using pentatonic scales (limited range of notes: DEGAB or CDEGA) Recognise combinations of pitched sounds - concords and discords</p> <p>Identify and play CM diatonic Chords C-F-G-Am-Dm Improvise - developing rhythmic and melodic material within given structures - when performing</p>	<p>the children explore pentatonic melodies and syncopated rhythms, and learn that the fundamental dimensions of music are the same all over the world. the children sample the sights and sounds of the Spanish-speaking world as they learn greetings, count to twelve and play a singing game.</p>
<p>Art</p> <p>Monet-life and paintings</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> •about great artists, architects and designers in history 	<p>Use first hand observations using different viewpoints, developing more abstract Representations Introduce perspective, fore/back and middle ground Investigate proportions Use a range of mediums on a range of backgrounds Work indoors and outdoors</p>	<p>Use the work of artists to replicate ideas or inspire own work e.g. Consider work by artists such as Cezanne, Derain, Van Gogh (colour)</p>
<p>Computing</p> <p>4.2 We are toy designers</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Use sequence, selection, and repetition in programs; work with 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.</p>	<p>design and make an on-screen prototype of a computer-controlled toy understand different forms of input and output (such as sensors, switches, motors, lights and speakers) design, write and debug the control and monitoring program for their toy.</p>	<p>the children work together to design a simple toy that incorporates sensors and outputs and then create an on-screen prototype of their toy in Scratch. Finally, they pitch their toy idea to a Dragons’ Den-style panel.</p>

<p>MFL 4.2 Qu'elle Heure est'il?</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>activities: je regarde (I am watching)... la télé (TV), un DVD (a DVD); j'écoute (I am listening to)... mes CD (my CDs), la radio (the radio); je joue (I'm playing)... au football (football), au tennis (tennis) telling the time: il est... heure(s) activities at certain times: Je regarde la télé à cinq heures, etc. 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 fi nit 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 Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) Link phrases to music</p>	<p>Dance</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</p>	<p>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>	<p>Yr 4/5 L3, L4, L7</p>

	unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed		
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