Key Stage 2 Curriculum Map Year A Spring 1 and 2

	Fountains and CentralYear A Spring 1 and 2
English Fiction Associated grammar Non fiction Associated AP sentence	The BFG-Roald Dahl The Stone Age Boy-Kitamura Entertain: Narrative- writing a missing story from the collection explain how a creature came to be the way it is (based on stories from Just So Stories or How the Whale Became). Playscript- retelling a story as a playscript (and then performing it). Inform: A short non-fiction text about a creature from one of the books studied (e.g. what the rhinoceros or whale are actually like)
	Non fiction-autobiography of a stone age or Iron Age boy Simile sentences
Maths	YEAR 3 Number – Number and place value • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000• identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words• solve number problems and practical problems involving these ideas Number – Addition and subtraction • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction, Measurement (money) • add and subtract amounts of money to give change, using both £ and p in practical contexts Geometry – Properties of shapes • draw 2-D shapes and describe them • recognise angles as a property of shape 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 Fractions • recognise, find and write fractions of a discrete set of objects: unit and non-unit fractions with small denominators • recognise and use fractions as numbers: unit and non-unit fractions with small denominators • compare and order unit fractions and fractions with the same denominators • solve problems that involve all of the above Measurement (length) • measure, compare, add and subtract lengths (m/cm/mm) 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 • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction Measurement (money) • add and subtract amounts of money to give change, using both £ and p in practical contexts, Statistics • interpret and present data using bar charts, pictograms and tables, • solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables Number – Number and place value • count from 0 in multiples of 50 and 100; find 100 more or less than a given number Number – Multiplication and division • recall and use multiplication and division facts for the 3, 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 Fractions • recognise and show, using diagrams, equivalent fractions with small denominators • subtract fractions with the same denominator within one whole • compare and order unit fractions and fractions with the same denominators • solve problems that involve all of the above Measurement (perimeter) • measure the perimeter of simple 2-D shapes Year 4 Number – Number and place value • count backwards through zero to include negative numbers • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)• order and compare numbers beyond 1000 • round any number to the nearest 10 or 100 • solve number and practical problems that involve all of the above and with increasingly large positive numbers Addition and subtraction• practise mental methods with increasingly large numbers to aid fluency * • subtract numbers with up to four digits using the formal written method of columnar subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Geometry – Properties of shapes• identify acute and obtuse angles and compare and order angles up to two right angles by size Number – Number and place value • count in multiples 25 and 1000 Number –

	Multiplication and division • 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, integer scaling problems, and harder correspondence problems such as n objects are connected to m objects Fractions • extend the use of the number line to connect fractions, numbers and measures *• understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths * • count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10• solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole Number Measurement (length) • convert between different units of measure [for example, kilometre to metre] • estimate, compare and calculate different measures Number – Addition and subtraction • practise mental methods with increasingly large numbers to aid fluency * • add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Statistics • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs Number – Multiplication and division • multiply three-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, integer scaling problems, and harder correspondence problems such as n objects are connected to m objects Decimals • extend understanding of the number system and decimal place value to hundredths * • recognise and write decimal equivalents of any number of hundredths • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths• compare numbers with the same number of decimal places up to two decimal places Measurement (perimeter and area) • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares • relate area to arrays and multiplication		
	Key knowledge	Key skills	Key content/vocabulary
Topic theme Celts-from Stone Age to Iron Age	Pupils should be taught about: • •changes in Britain from the Stone Age to the Iron Age	Identify and give reasons for historical events, situations and changes Identify some of the results of historical events , situations and changes Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual Identify and begin to describe historically significant people and events in situations	Explain and describe the changes in Britain from the Stone to Iron ages and the lives of the people involved
Science- Rocks and Soils	3c1: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 3c2: describe in simple terms how fossils are formed when things that have lived are trapped within rock 3c3: recognise that soils are made from rocks and organic matter	lks2w1: 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	Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment. Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in

		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.	sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed
R.E	God- Incarnation, UC2a.3 What is the Trinity	Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. Belief in one God, the Father, Son and Holy Spirit (the Trinity) – ideas of things that can be three-in-one (e.g. I am a teacher, a mummy and a daughter, but there's only one of me…) ? Examples of symbols of the Trinity in the Bible (e.g. Jesus' baptism in Matthew 3:13-17, the Grace in 2 Corinthians 13:14) and in art/church architecture ? What the Trinity tell Christians about what God is like – relationship at the heart of God as a model for how humans should relate to each other ? Holy Communion – a shared meal modelled on the last meal Jesus shared with his friends (the Last Supper); key features – blessing and sharing of bread and wine, remembering Jesus' words to his friends, etc.; key artefacts, e.g. paten and chalice; references to God as Trinity as part of a Holy Communion service, e.g. Eucharistic prayers, the Nicene Creed, which is recited by participants before they take part in the Holy Communion ? Examples of Trinitarian language in Christian worship, e.g. the texts used on Trinity Sunday,	Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. How do symbols in the Bible help Christians relate to God? ? What do symbols in the story of Jesus' baptism reveal about the nature of God? ? What visual symbols and symbolic acts can be seen in a Christian church? ? How might language within worship express Christian beliefs?

		e.g. Matthew 28:19, language of blessings ("in the name of the Father, the Son and the Holy Spirit…"), language of hymns (e.g. Shine, Jesus, Shine), etc.	
Music 3.7 In the Past 3.10 Singing French	Pupils should be taught to: •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 Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instrumentswith increasing accuracy, fluency, control and expression	Recognise and explore the ways sounds can be combined and used expressively Identify how songs are structured and accompanied Express song meanings/lyrics using voices or instruments Identify and control different ways instruments make sounds Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing Play singing games and clapping games Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter)	the origins of pitch notations are introduced as the children make hand signals and compose three-note melodies. They learn basic dance steps and prepare a performance. Un, deux, trois and away we go to enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games
DT Design, construct and evaluate a cart	Pupils should be taught to: •select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately •select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Select tools and equipment suitable for the task	Explain their choice of tools and equipment in relation to the skills and techniques they will be using Select materials and components suitable for the task Explain their choice of materials and components according to functional properties and aesthetic qualities Order the main stages of making Produce detailed lists of tools, equipment and materials that they need Follow procedures for safety Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components	Create a cart that will carry 250g and will push in a straight line
Computing 3.3 We are presenters	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. Work with various forms of input and output. Use technology safely, respectfully and responsibly.	This unit will enable the children to:gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing edit video, including adding narration and editing clips by setting in/out points understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.	This unit gives them a chance to make a short narrated video of themselves practising a sport or other skill, and to use this to help improve their performance.

3.4 We are network engineers	Understand computer networks, including the internet; how they can provide multiple services. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	understand the physical hardware connections necessary for computer networks to work understand some features of internet protocols understand some diagnostic tools for investigating network connections develop a basic understanding of how domain names are converted to IP addresses.	the pupils investigate how computer networks work. They use a simulation and learn some simple command prompt (C:) tools for testing network connections.
MFL 3.3 Mon Corps 3.4 Les Animaux	Pupils should be taught to: •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*	O3.1 Listen and respond to simple rhymes, stories and songs O3.2 Recognise and respond to sound patterns and words O3.3 Perform simple communicative tasks using single words, phrases and short sentences O3.4 Listen attentively and understand instructions, everyday classroom language and praise words L3.1 Recognise some familiar words in written form L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words L3.3 Experiment with the writing of simple words	parts of the body: les yeux (eyes), le nez (nose), la bouche (mouth), les oreilles (ears), les cheveux (hair), la jambe (leg), le bras (arm), la tête (head) colours: vert (green), rouge (red), marron (brown), jaune (yellow), bleu (blue) adjectives: long (long), court (short) days of the week: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche adjectives describing character: Je suis… grand(e), petit(e), timide, bavard(e), drôle, sympa animals: un chien (dog), un chat (cat), une tortue (tortoise), un lapin (rabbit), un oiseau (bird), une souris (mouse), un dragon (dragon) numbers 11–20: onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt il/elle s'appelle... (s/he's called…) adjectives describing character: grand(e) (tall), petit(e) (small), drôle (funny), sévère (strict), timide (shy)

PE Dance	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand Balance on floor and apparatus exploring which body parts are the safest to use Explore balancing with a partner: facing, beside, behind and on different levels Move in and out of balance fluently	Gym
	take part in outdoor and adventurous activity challenges both individually and within a team	Orientate simple maps and plans, Mark control points in correct position on map or plan Find way back to a base point Co-operate and share roles within a group Listen to each other’s ideas when planning a task and adapt Take responsibility for a role within the group Recognise that some outdoor adventurous activities can be dangerous Follow rules to keep self and others safe	Orienteering
PSHE/RE Respect Esafety	the importance of self-respect and how this links to their own happiness† • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults	Yr 3 R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others’ points of view. R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help) R15. to recognise and manage ‘dares’ L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom L12. to consider the lives of people living in other places, and people with different values and customs Yr 4R13 that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) R16. to recognise and challenge stereotypes R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) . L8. to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices.	Yr 3 R10, R14, R15, L11, L12 Yr 4 R13, R16, R18, L8

	• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted • where and how to report concerns and get support with issues online	Year 3 H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'and others Yr 4 H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)	Yr 3 H22, R9 Yr 4 H24, R18