

Key Stage 2 Curriculum Map Year A Spring Terms 1 and 2

Ramsey/Kelso and Hyde Year A Spring Terms 1 and 2	
English Fiction Associated grammar Non fiction Associated AP sentence	<p>Hiawatha Narrative Poetry 3 weeks</p> <p>Persuade: Short comment to accompany chosen poem explaining why everyone should read it.</p> <p>Discuss: Personal responses to their chosen poem using different language forms showing understanding of ideas, language and themes.</p> <p>Greta Thunberg-environmental issues</p> <p>Use of the colon to introduce a list</p> <p>Hyphens used to avoid ambiguity (e.g. man eating shark versus man- eating shark, or recover versus re-cover)</p> <p>Non fiction-Newspaper report, persuasion, biography</p> <p>Outside/Inside and If, If, If, then sentences</p>
Maths	<p>Year 5 Number and place value • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • round any number up to 1 000 000 to the nearest 10, 100,1000, 10 000 and 100 000 • solve number problems and practical problems that involve the above Addition and subtraction • subtract whole numbers with more than four digits, including using formal written methods (columnar subtraction)• subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>• practise adding and subtracting decimals, including a mix of whole numbers and decimals Geometry – Properties of shapes</p> <p>• know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles• draw given angles, and measure them in degrees (°) • identify: – angles at a point and one whole turn (total 360°) – angles at a point on a straight line and a turn (total 180°) – other multiples of 90°Multiplication and division • divide numbers up to four digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign Fractions • compare and order fractions whose denominators are all multiples of the same number • add and subtract fractions with the same denominator and denominators that are multiples of the same number • recognise and use thousandths and relate them to tenths and hundredths Measurement (length)• convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre) • understand and use approximate equivalences between metric units and common imperial units such as inches • use all four operations to solve problems involving measure [for example, length] using decimal notation, including scaling Decimals • read and write decimal numbers as fractions • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places • solve problems involving number up to three decimal places Addition and subtraction • mentally add and subtract tenths, and one-digit whole numbers and tenths * • practise adding and subtracting decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimal places, and complements of 1 [for example, 0.83 + 0.17 = 1] Statistics • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables Multiplication and division • multiply numbers up to four digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign Percentages (including fractions and decimals) • recognise the per cent symbol (%) and understand that percent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal • solve problems that require knowing percentage and decimal equivalents</p> <p>of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 and 25 Measurement (perimeter and area) • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres</p> <p>Year 6 Number and place value • use negative numbers in context, and calculate intervals across zero Number – Addition, subtraction, multiplication and division • perform mental calculations, including with mixed operations and large numbers • use their knowledge of the order of operations to carry out calculations involving the</p>

four operations • 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 Algebra • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables Geometry – Properties of shapes • draw 2-D shapes using given dimensions and angles • compare and classify geometric shapes based on their properties and sizes, and find unknown angles in any triangles, quadrilaterals and regular polygons • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles Multiplication and division • practise multiplication for larger numbers, using the formal written method of long multiplication * • multiply multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication • perform mental calculations, including large numbers • use estimation to check answers to calculations Multiplication and division • 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 * • perform mental calculations • use estimation to check answers to calculations Number – Decimals • multiply one-digit numbers with up to two decimal places by whole numbers • multiply numbers with up to two decimal places by one digit whole numbers * Measurement (mass) • 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 mass from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places Fractions • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ • divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$ Ratio and proportion • recognise proportionality in contexts when the relations between quantities are in the same ratio [for example, similar shapes and recipes] * • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • consolidate understanding of ratio when comparing quantities, sizes and scale drawings by solving a variety of problems * • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples Statistics • interpret and construct pie charts and line graphs and use these to solve problems • draw graphs relating two variables * • calculate and interpret the mean as an average Multiplication and division • practise division for larger numbers, using the formal written method of long division * • divide numbers up to four digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders or fractions • perform mental calculations, including with large numbers • use estimation to check answers to calculations Multiplication and division • perform mental calculations • solve problems involving addition, subtraction, multiplication and division • solve problems that require answers to be rounded to specified degrees of accuracy • use estimation to check answers to calculations Number – Decimals • use written division methods in cases where the answer has up to two decimal places • divide numbers with up to two decimal places by one-digit and two-digit whole numbers * Measurement (perimeter and area) • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area of shapes • calculate the area of parallelograms and triangles

	Key knowledge	Key skills	Key content/vocabulary
Topic theme The Pilgrim Fathers	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the Past showing a greater depth and range of knowledge. Describe and begin to make links between main events, situations and changes within and across different periods and societies. Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual Give reasons why some events, people or developments are seen as more significant than others	Understand the reasons for the Pilgrim Fathers leaving England and settling in America, explain the consequences, describe their way of life and the impact on the indigenous people, assess the impact on current American society

<p>Science- Forces</p>	<p>5e1: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object 5e2: identify the effects of air resistance, water resistance and friction, that act between moving surfaces 5e3: recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</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 explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. Pupils might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.</p>
<p>R.E</p>	<p>Creation/Fall Creation and science-Conflict and complementary</p>	<p>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? There are many scientists throughout history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>	<p>Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. Identify the type of text that Psalm 8 is, and its purpose. Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. Make clear connections</p>

			<p>between Psalm 8 and some ways Christians respond to God as Creator. Show understanding of why some Christians find science and faith compatible. Respond to the idea that humans have great responsibility for the Earth. Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints.</p>
<p>Music 5.3 Life Cycles</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 dimension of music •listen with attention to detail and recall sounds with increasing aural memory •use and understand staff and other musical notations 	<p>Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures)Use standard and additional methods of notation as appropriate across a range of different contexts. Be aware of some of the basic major scales Play from pitched notation (read music) Show understanding of how music is produced in different ways and described through relevant established and invented notations</p>	<p>Musical focus: Structure Subject link: PSHE Explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.</p>
<p>5.4 Keeping Healthy</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<p>Sing/play with increased control, expression, fluency and confidence Sing with clear diction, a sense of phrase and musical expression Control breathing, posture and sound projection. Breathe in agreed places to identify phrases. Recognise structures in known songs (identify repeated phrases) Sing a round in two parts - identify the melodic phrases and how they fit together Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies</p>	<p>Musical focus: Beat Subject link: PE From body-popping and gospel-singing to swimming and cycling, the children are taken through their paces, and they put together an invigorating performance using new musical techniques.</p>
<p>DT Design, create evaluate a model sailing ship</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups •generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Pupils should be taught to:</p>	<p>Carry out research, using surveys, interviews, questionnaires and web-based resources Identify the needs, wants, preferences and values of particular individuals and groups. Develop a simple design specification to guide their thinking. Recognise when their products have to fulfil conflicting requirements. 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</p>	<p>Identify the design requirements for a model sail ship, incorporating specific construction techniques to ensure the ship will sail in a given direction</p>

	<ul style="list-style-type: none"> •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 	<p>Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</p>	
<p>Computing 5.3 We are cryptographers</p> <p>5.4 we are web designers</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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. Use technology safely, respectfully and</p>	<p>This unit will enable the children to: be familiar with semaphore and Morse code understand the need for private information to be encrypted; encrypt and decrypt messages in simple ciphers; appreciate the need to use complex passwords, and to keep them secure; have some understanding of how encryption works on the web.</p> <p>This unit will enable the children to: develop their research skills to decide what information is appropriate; understand some elements of how search engines select and rank results; question the plausibility and quality of information; develop and refine their ideas and text collaboratively; develop their understanding of e-safety and responsible use of technology.</p>	<p>The pupils learn more about communicating information securely through an introduction to cryptography (the science of keeping communication and information secret). They investigate early methods of communicating over distances, learn about two early ciphers, and consider what makes a secure password.</p> <p>In this unit, the pupils work together to create a website explaining e-safety and responsible online behaviour.</p>

	responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		
MFL 5.3 La nourriture	Pupils should be taught to: <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 	<p>O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts</p> <p>O5.2 Understand and express simple opinions</p> <p>O5.3 Listen attentively and understand more complex phrases and sentences</p> <p>O5.4 Prepare a short presentation on a familiar topic</p> <p>L5.1 Re-read frequently a variety of short texts</p> <p>L5.2 Make simple sentences and short texts</p> <p>L5.3 Write words, phrases and short sentences, using a reference source</p> <p>IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p>	<p>Je voudrais... s'il vous plaît. un sandwich au poulet, un sandwich au thon, un sandwich au fromage, un sandwich à la tomate une glace au chocolat, une glace à l'orange, une glace à la fraise, une glace à la vanille les tomates, le thon, le fromage, une baguette, le beurre, mangez, coupez, prenez, mettez J'aime/Je n'aime pas... les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots [Les carottes], c'est bon pour la santé/ce n'est pas bon pour la santé.</p>
5.4 En Ville	<ul style="list-style-type: none"> •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</p> <p>O5.3 Listen attentively and understand more complex phrases and sentences</p> <p>O5.4 Prepare a short presentation on a familiar topic</p> <p>L5.1 Re-read frequently a variety of short texts</p> <p>L5.2 Make simple sentences and short texts</p> <p>L5.3 Write words, phrases and short sentences, using a reference source</p> <p>IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p> <p>IU5.2 Recognise similarities and differences between places</p> <p>IU5.3 Compare symbols, objects or products which represent their own culture with those of another country</p>	<p>Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché [La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord... ensuite... enfi n... + directions Où vas-tu? Je vais au château/centre sportif/jardin public/marché/supermarché. Je vais à la boulangerie/piscine. Je vais à l'école. Il est [deux] heure(s). Je vais au/à la/à l' + places</p>
PE Gym Adventurous activity	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances. Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling . Perform balances with control, showing</p>	Gym

	<ul style="list-style-type: none"> • compare their performance with previous ones and demonstrate improvement to achieve their personal best 	<p>good body tension . Mirror and match partner’s balance i.e. making same shape on a different level or in a different place Explore symmetrical and asymmetrical balances on own and with a partner . Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from) Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control Begin to take more weight on hands when progressing bunny hop into hand stand</p> <p>Draw maps and plans and set trails for others to follow Use the eight points of the compass to orientate Plan an orienteering challenge. Plan and share roles within the group based on each other’s strengths Understand individuals’ roles and responsibilities Adapt roles or ideas if they are not working Recognise and talk about the dangers of tasks Recognise how to keep themselves and others safe</p>	<p>Orienteering</p>
<p>PSHE/RE Respect</p> <p>Esafety</p>	<ul style="list-style-type: none"> • 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 • how to critically consider their online friendships and sources of information including awareness of the risks associated 	<p>L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p>	<p>Yr 5/6 Lessons L5, L6,</p> <p>H25</p>

	<p>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†</p>	<p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p>	
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