Key Stage 2 Curriculum Map Year A Spring 1 and 2

	Sempringham/Lindisfarne and Phoenix Year A Spring 1 and 2
English Fiction Associated grammar Non fiction Associated AP sentence	Coraline -Neil Gaiman Entertain: Extended narrative- story using structure of the book studied (a story set on an island such as Kensuke's Kingdom or a story set in an alternative world such as Coraline). Diary- a character's diary telling the story from their point of view (e.g. Tim Diamond or Coraline). Describe: Detailed description of one setting from a text (e.g. Kensuke's island). Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Use of inverted commas to punctuate direct speech
	Non fiction-Autobiography of a child in pre roman times Outside/inside sentences sentences
Maths	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 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 • practise adding and subtracting decimals, including a mix of whole numbers and decimals Geometry – Properties of shapes.• know angles are measured in degrees: estimate and compare acute, obtuse and refl ex 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 of1/2,,1/4,1/5,2/5,4/5and those fractions with a denominator of a multiple of 10 and 25Measurement (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		
	Key knowledge	Key skills	Key content/vocabulary
Topic theme Anglo Saxon and Scots	Pupils should be taught about: •Britain's settlement by Anglo-Saxons and Scots	Yr 4 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. Develop use of appropriate subject terminology, such as: empire, civilisation, monarch. Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes.Identify and begin to describe historically significant people and events in situations Yr 5 As Year 4, and Use greater depth and range of knowledge Record knowledge and understanding in a variety of ways, using dates and key terms appropriately . Devise, ask and answer more complex questions about the past, considering key concepts in history Begin to offer explanations about why people in the past acted as they did	Gain an understanding of the reasons for and life of the Anglo Saxon and Scot invasions and life in the historical period

		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	
Science- Forces and Magnets Sound	3e1: compare how things move on different surfaces 3e2: notice that some forces need contact between two objects, but magnetic forces can act at a distance 3e3: observe how magnets attract or repel each other and attract some materials and not others 3e4: compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials 3e5: describe magnets as having two poles 3e6: predict whether two magnets will attract or repel each other, depending on which poles are facing. 4d1: identify how sounds are made, associating some of them with something vibrating 4d2: recognise that vibrations from sounds travel through a medium to the ear 4d3: find patterns between the pitch of a sound and features of the object that produced it 4d4: find patterns between the volume of a sound and the strength of the vibrations that produced it 4d5: recognise that sounds get fainter as the distance from the sound source increases	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 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.	Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe). Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets. Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the

			world; and find out how the pitch and volume of sounds can be changed in a variety of ways. Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.
R.E	How do Hindu's Worship? (Community-Hinduism	Recap of key beliefs: Brahman, the Trimurti, samsara, atman, karma, moksha, dharma Worship in the home: home shrine often including a murti (an image of a particular deity that has been consecrated), devotion to particular deities (representing different expressions of Brahman, the ultimate reality), importance of the family and the way in which dharma relates to family life Worship in the mandir: puja (see https://www.bbc.com/education/clips/zh2hyrd); the significance of the objects on the puja tray – a bell (to awaken the deity that is the focus of worship), water, flowers, fruit/food, incense (to engage all the senses); the arti ceremony (act of worship involving a dewa lamp in which the Brahmin [priest] shares the light with the community of worshippers) as a key part of puja in the mandir – some worshippers place gifts of money on the arti tray as it is passed around, this money is used for the upkeep of the mandir; the sharing of prashad (food that has previously been offered to the murtis in the mandir and is therefore considered to be holy) at the end of puja in the mandir Festivals: Diwali – the story of Rama and Sita in the Ramayana (a story about what happens when you fulfil your dharma [duty] and when you do not fulfil your dharma); association with the deity, Lakshmi (represents wealth and good fortune); key practices associated with the festival, e.g. lighting	How is Hindu belief expressed collectively? How does Hindu 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

		dewa lamps (to help guide Lakshmi into the family home); cleaning the home; wearing new clothes; exchanging gifts;	
Music 4.5 Buildings 4.3 Sounds 4.4 recycling 4.7 Ancient Worlds	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	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 Develop musical imagination through experimenting, improvising and adapting sounds Explore different textures of un-tuned sounds Explore the relationship between sounds Explore different combinations of vocal sounds	They learn building-themed songs allow the children to explore different music textures. The children use layers and rondo structure to combine ostinati using body percussion and tuned instruments. They look at the way sounds are produced and classified. The children use their voices to make beatbox sounds, learn to sing four-part songs, and perform a jazzy round. provides an opportunity for the children to be creative and make their own instruments from junk. They use these instruments to improvise, compose and play junk jazz music in a variety of different musical styles They explore 20th Century minimalist music inspired by the story of Akhenaten and compose music using a layered pyramid structure.
Art Materials	Pupils should be taught to: • •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)	Research embroidery designs from around the world, create own designs based on these Sew simple stiches using a variety of threads and wool Investigate tie-dying Create a collage using fabric as a base Make felt Develop individual and group collages, working on a range of scales Use a range of stimulus for collage work, trying to think of more abstract ways of showing views	Use ideas and stimulus from the work of Anglo Saxon peoples to design and create collages and weavings to represent an Anglo Saxon landscape
Computing 4.3 We are musicians	Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Understand computer networks, including the internet; ... and the opportunities they offer for communication and collaboration.	use one or more programs to edit music create and develop a musical composition, refining their ideas through reflection and discussion develop collaboration skills develop an awareness of how their composition can enhance work in other media.	How many children in your class play an instrument? How many of them like singing, or simply enjoy listening to music? In this unit, the children produce music suitable for any purpose they choose.

4.4 We are html designers	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 responsibly; recognise acceptable/unacceptable behaviour. 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; know a range of ways to report concerns and unacceptable behaviour. Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information.	This unit will enable the children to: understand some technical aspects of how the internet makes the web possible use HTML tags for elementary mark up use hyperlinks to connect ideas and sources code up a simple web page with useful content understand some of the risks in using the web.	In this unit the children learn about the history of the web, before studying HTML (hypertext mark-up language), the language in which web pages are written. They learn to edit and write HTML, and then use this knowledge to create a web page.
MFL 4.3 Les fetes 4.4 Ou vas-tu?	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*	O4.1 Memorise and present a short spoken text O4.2 Listen for specific words and phrases O4.3 Listen for sounds, rhyme and rhythm O4.4 Ask and answer questions on several topics L4.1 Read and understand a range of familiar written phrases L4.2 Follow a short familiar text, listening and reading at the same time L4.3 Read some familiar words and phrases aloud and pronounce them accurately L4.4 Write simple words and phrases using a model and some words from memory IU4.1 Learn about festivals and celebrations in different Cultures O4.1 Memorise and present a short spoken text O4.2 Listen for specific words and phrases O4.3 Listen for sounds, rhyme and rhythm	festivals: le Nouvel An (New Year), la Fête des Rois (Feast of Kings/Epiphany), la Saint-Valentin (St Valentine's day), Pâques (Easter), la Fête Nationale (Bastille Day), Noël (Christmas) presents: un vélo (bike), un jeu (a game), un livre (a book), un ballon (a ball), un Père Noël en chocolat (chocolate Father Christmas), un oeuf de Pâques (Easter egg) numbers 31–60 instructions: touchez le nez/les pieds! (touch your nose/feet!), comptez! (count!), sautez! (jump!), levez les bras! (raise your arms!), tournez! (turn around!), hochez

		O4.4 Ask and answer questions on several topics L4.1 Read and understand a range of familiar written phrases L4.2 Follow a short familiar text, listening and reading at the same time L4.3 Read some familiar words and phrases aloud and pronounce them accurately L4.4 Write simple words and phrases using a model and some words from memory IU4.2 Know about some aspects of everyday life and compare them to their own IU4.4 Learn about ways of travelling to the country/countries	la tête! (nod your head!) saying where you are going: Je vais à (I'm going to)... Paris/Bordeaux/Strasbourg/Nice/Grenoble. directions: tournez à droite (right), ournez à gauche (left), allez tout droit (straight on), arrêtez (stop) weather: Quel temps fait-il? (What's the weather like?), Il fait beau. (It's sunny), Il fait froid. (It's cold), Il fait chaud. (It's hot), Il pleut. (It's raining), Il neige. (It's snowing) weather in a particular town: À Paris/Bordeaux/ Strasbourg/Nice/ Grenoble, il fait beau/il fait froid/il fait chaud/il pleut/il neige. (In Paris [etc.], it's sunny/cold/hot/raining/snowing.)
PE Gym Outdoor activities swimming	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges both individually and within a team pupils should be taught to: •swim competently, confidently and proficiently over a distance of at least 25 metres	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 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	Gym Orienteering

	•use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) •perform safe self-rescue in different water-based situations		Swimming (Sempringham and Phoenix)
PSHE/RE Respect	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	R13 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 4/5 R13. R16, R17, R18, L8
E safety	• 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†	R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) 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.)	Yr 4/5 R18, H24