

## KS2 Curriculum Overview – Cycle C

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Experience</b>	<b>World Wild Tales</b>  Value Links – Kindness	<b>Out and About</b>  Value Links – Courage and Resilience	<b>Ice Cream Dream</b>  Value Links – Gratitude, Trust and Courage	<b>Earth Shattering!</b>  Value Links – Peace and Hope	<b>Coast to Coast</b>  Value Links – Resilience and Hope	<b>Lights, Camera, Action!</b>  Value Links – Kindness, Gratitude and Respect
<b>English</b>	<b>As per National Curriculum</b>					
	Yrs 3 and 4 texts to include:  Tales from around the World  The Boy Who Grew a Forest by Sophia Gholz  The Tin Forest by Helen Ward  The Twits by Roald Dahl  Narrative writing and Diary Entries	Yrs 3 and 4 texts to include:  Non –fiction texts. Biographies – Those that inspire us.  Little Leaders: Exceptional Men and Women in Black History  Poetry	Yrs 3 and 4 texts to include:  Cloud Tea Monkeys by Mal Peet and Elspeth Graham.  Diary Entries	Yrs 3 and 4 texts to include:  Escape from Pompeii by Christina Balit  Non-fiction instructional texts  Newspaper reports	Yrs 3 and 4 texts to include:  The Iron Man by Ted Hughes  Narrative - Descriptions and Action  Coastal poetry	Yrs 3 and 4 texts to include:  Operation Banana by Tony Bradman and Tania Rex  Bombs and Blackberries by Julia Donaldson  Letter Writing
	Yrs 5 and 6 texts to include:  Traditional tales from Britain and around the World.  Inside the Villains by Clotilde Perrin	Yrs 5 and 6 texts to include:  The Boy in the Tower by Polly Ho-Yen  The Dreadful Menace (poem)	Yrs 5 and 6 texts to include:  The Boy who Swam with Piranhas by David Almond  Hoot by Carl Hiaasen	Yrs 5 and 6 texts to include:  The Somerset Tsunami by Emma Carroll  Narrative - Descriptions and Action	Yrs 5 and 6 texts to include:  Rooftoppers by Katherine Rundell  The Valley of the Lost Secrets by Lesley Parr	Yrs 5 and 6 texts to include:  Goodnight Mr Tom by Michelle Magorian  Poems from the Second World War by Gaby Morgan

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	The House with Chicken Legs by Sophie Anderson  Narrative	Non-fiction texts. Police reports. TV and Radio news scripts Poetry	Poems linked to ice-creams, sales pitch for own flavour of ice cream.	Non-fiction texts		
Maths	As per National Curriculum					
Science	Magnets Yr 3 &4  <b>Scientists:</b> Magnets- <b>William Gilbert</b> Forces- <b>Isaac Newton</b>  Earth and Space Yr 5 &6	Animals including Humans Yrs 3 & 4  Classification Yr 5 & 6  <b>Scientist focus - Carl Linnaeus</b>	States of Matter Yrs 3 & 4  Properties and Changes of Materials Yr 5 & 6  <b>Scientist focus - Dr Thomas E Gorochowski at University of Bristol</b>	Plants Yr3&4  Animals including Humans - Circulation Yr 5 & 6	Animals including Humans – Digestion, teeth Yrs 3 & 4  Evolution and Inheritance Yr 6  <b>Scientist focus - Charles Darwin</b>	Light and Shadows Yr 3 &4  Light Yrs 5 & 6  <b>Scientists: Thomas Edison</b>
Computing	Computing Systems & Networks - The Internet  Computing Systems & Networks – Communication and Collaboration	Sequencing Sounds – Programming  Selection in Physical Computing – Programming	Branching Databases – Data & Information  Web Page Creation – Creating Media	Audio Production – Creating Media  Flat File Databases – Data & Information	Events and Actions – Programming  Sensing Movement - Programming	Stop Frame Animation – Creating Media  Video Editing – Creating Media  * Y6 Microbit

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RE	<p><b>Unit 5: Year 3/4</b> - Christianity – What do Christians believe about God and Incarnation? (<i>God and Incarnation - AMV</i>) <b>Links to Christmas</b></p> <p><b>Unit 11: Year 5/6</b> - Christianity – What do Christians believe about God and Incarnation? (<i>God and Incarnation - AMV</i>) <b>Links to Christmas</b></p>		<p><b>Unit 4: Year 3/4</b> - What do Christians believe about Salvation? (<i>Salvation - AMV</i>)</p> <p><b>Unit 10: Year 5/6</b> - What do Christians believe about Salvation? (<i>Salvation - AMV</i>)</p>		<p><b>Unit 6: Year 3/4</b> - What do Christians believe about Agape? (<i>Agape- AMV</i>)</p> <p><i>Humanism</i></p> <p><b>Unit 12: Year 5/6</b> - What do Christians believe about Agape? (<i>Agape - AMV</i>)</p> <p><i>Humanism</i></p>	
Art	<p><b>Printing and Drawing: Depth, emotion and movement</b></p>	<p><b>Painting inspired by Alce Harfield.</b></p>		<p><b>Sculpture and 3D: Abstract shape and space.</b></p>	<p><b>Painting Watercolour Shibasaki</b></p>	
PE	<p>Multi-skills Outdoor Adventure Challenges</p>	<p>Gymnastics Dance</p>	<p>Cricket Tag Rugby</p>	<p>Net Games Netball</p>	<p>Athletics Dance</p>	<p>Athletics Swimming Striking and Fielding Games</p>
Music	<p>Writing Music Down</p> <p>Representing rhythm and pitch sounds with musical symbols</p>	<p>Lean On Me</p> <p>Exploring improvisation and working together to create ensemble pieces.</p>	<p>Compose with Your Friends</p> <p>Exploring melodies in music, including the importance of a 'home note' to structure a melody.</p>	<p>Melody and Harmony in Music</p> <p>Creating harmonies using voices and instruments.</p>	<p>Enjoying Musical Styles</p> <p>Exploring layering of sounds to create texture in a piece of music.</p>	<p>Expression and Improvisation</p> <p>Exploring dynamics to express feelings when improvising.</p>
PHSE	<p>Families and Relationships</p>	<p>Citizenship</p>	<p>Health and Wellbeing</p>	<p>Economic Wellbeing</p>	<p>Safety and the Changing Body</p>	<p>Transition</p> <p>Identity - Y6</p>

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			Outdoor learning opportunity.			
History		<p><b>Local Study</b> - What does St Peter’s Church in Hornblotton tell us about life in the past?</p> <p>How has it changed over time?</p> <p><b>Concept 1:</b> evidence and interpretations <b>Concept 2:</b> change</p> <p>How has the local area changed around it?</p>			<p><b>Post 1066 Study/Local Links -</b></p> <p>How was the South of England impacted by WW2? (include specific reference to the immediate locality and the variable experience of different locations) <b>Concept:</b> consequence</p> <p>EQ2 - How and why did people’s experiences vary during the war? <b>Concept:</b> similarity and difference</p>	
Geography	Identify position and significance of latitude, longitude, equator etc.	<p>Use field work to observe, measure, record and present human and physical features in the local area.</p> <p>Use 8 points on the compass/grid references.</p> <p style="color: green;">Outdoor learning opportunity.</p>		<p>Describe and understand key aspects of physical geography: Mountains, volcanoes, Earthquakes.</p> <p>Mount Vesuvius and the devastation of Pompeii</p>	<p>Name and locate countries and cities in the UK, geographical regions and their identifying human and physical characteristics.</p> <p>Comparison to a European Country.</p>	
DT		<p><b>Structures</b> - Christmas boxes. Children to research, design and make a</p>	<p><b>Food</b> – Designing and making their own ice cream.</p>			<p>Staging for animation</p> <p><b>Mechanical Systems-</b> Fairground ride for seaside? Pulley</p>

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		Christmas box to hold a mince pie.				system for cleaning up the ocean?  Outdoor learning opportunity.
MFL (French)	Describing physical appearance and personality  This is Me	Transport  School Days	Musical instruments  Birthday Celebrations	Verbs in a French week  Colourful Creatures	Exploring the French speaking world  Fabulous Food	Planning a holiday  Gourmet Tour of France