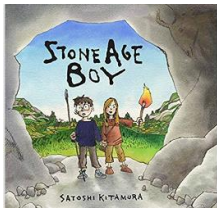
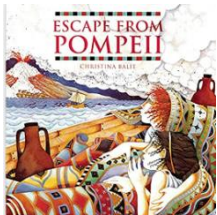
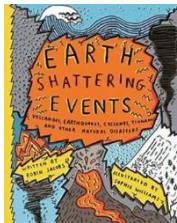

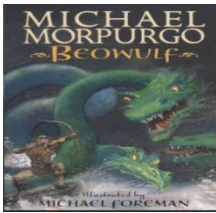




2-year Curriculum Map LKS2

Cycle A

Theme	<u>Identity and Diversity</u>		<u>Peace and Conflict</u>	<u>Social Justice</u>		<u>Environment</u>		<u>Our Heritage</u> <u>The World and Beyond</u>	
Time	Autumn 1		Autumn 2	Spring 1		Spring 2		Summer	
Book link	Stone Age Boy		Escape from Pompeii	Earth shattering events		Greta's Story		Beowulf	
Writing type									
	<u>Fiction</u> Writing to entertain: Character Description	<u>Non-fiction</u> Writing to non-chronological report Anglo-Saxons	<u>Fiction</u> Writing to entertain: Part of a short story	<u>Non-fiction</u> Writing to instruct: explanation	<u>Fiction</u> Writing to entertain: setting description	<u>Non-fiction</u> Writing to Recount: Recount	<u>Fiction</u> Writing to recount: letter	<u>Non-fiction</u> Writing to persuade: one sided argument	<u>Fiction</u> Writing to entertain: Short story & Dialogue <u>Non-fiction</u> writing to Inform: newspaper
Science	Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - Describe in simple terms how fossils are formed when things that have lived are trapped within rock - Recognise that soils are made from rocks and organic matter.		Animals including humans NC - Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get their nutrition from what they eat. - Know how nutrients, water and oxygen are transported within animals and humans. - Identify that humans and some other animals have skeletons and muscles for support, protection and movement. - Know about the importance of a nutritious, balanced diet. - Describe the digestive system in humans. - Identify the different types of teeth in humans and their simple functions. - Construct and interpret a variety of food chains, identifying producers, predators and prey.		Magnetism compare how things move on different surfaces - notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - 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 & describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing.		Living Things and their habitats -Recognise that living things can be grouped in a variety of ways. -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. - Recognise that environments can change and that this can sometimes pose danger to living things.		States of Matter -Compare and group materials together, according to whether they are solids, liquids or gases. - Observe that some materials change state when heated or cooled, and measure and research the temperature at which this happens in degrees Celsius. - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.



History	Who first lived in Britain? NC - changes in Britain from the Stone Age to the Iron Age	What did we learn from the romans? NC - the Roman Empire and its impact on Britain			How did England change during the settlement of Anglo-Saxons, Vikings and Scots? NC - Britain's settlement by Anglo-Saxons and Scots NC - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Geography			What makes the earth angry? NC – physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes , and the water cycle	Where would you choose to build a city? NC - 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	Why don't we run out of water? NC – physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Art and Design	Drawing with charcoal Cave drawings	<u>Telling stories through drawing and sculpture</u> <u>Pompeii - Volcanoes</u>			Shape and Colour Monster collage and print
D&T			<p>Pavilions Shell structure</p> <p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	<p>Automata animals Mechanisms</p> <p>understand and use mechanical systems in their products</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>investigate and analyse a range of existing products</p> <p>generate, develop, model and communicate their ideas</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and</p>	<p>Cooking and nutrition</p> <p>Healthy pizza</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>generate, develop, model and communicate their ideas</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials (ingredients) according to their functional properties and aesthetic qualities</p> <p>investigate and analyse a range of existing products</p>



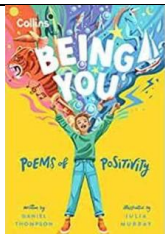
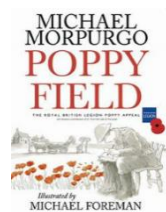
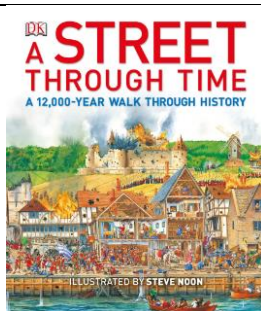

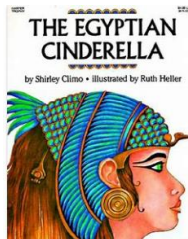
				technology have helped shape the world	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world	
Computing	Creating Media – Desktop Publishing (Y3)		Computing systems and networks – The Internet (y4)		Programming A – Sequencing Sounds	
Music Y4 Weekly Ukulele Lessons Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		Bastille song-Pompeii- replicate the song Improvise and compose music for a range of purposes using the interrelated dimensions of music Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Listen with attention to detail and recall sounds with increasing aural memory		<u>Sounds in nature</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. Listen to what you can hear in nature and represent graphically.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory	
PE	Sport & Games <u>Basketball</u>	Dance <u>Dance around the world: Romans</u>	Sport & Games <u>Dodgeball</u>	Games/ Swimming and water safety <u>Netball</u>	Athletics/Swimming and water safety <u>Athletics</u>	Games/ Swimming and water safety <u>Rounders</u>



R&WV		<u>Christmas</u> Concept: Incarnation Key Question: What is the most significant part of the Christmas story? Religion: Christianity		<u>Passover</u> Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	<u>Beliefs in practice</u> Key question: what is the best way for a Buddhist to lead a good life? Religion: Buddhism
PHSE		Cycle A Autumn 1 - Year 4 'Me and My Relationships'	Cycle A Spring 1 - Year 3 'Being My Best'		Cycle A Summer 2 - Year 3 and 4 'Growing and Changing'
French	<u>Getting to know you</u> Listen attentively to spoken language and show understanding by joining in and responding. 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.			<u>All about me</u> Listen attentively to spoken language and show understanding by joining in and responding. 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. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	<u>Time</u> 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. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Present ideas and information orally to a range of audiences. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.



Cycle B

Theme	<u>Identity and Diversity</u>		<u>Peace and Conflict</u>		<u>Social Justice</u>		<u>Environment</u>		<u>Our Heritage</u> <u>The World and Beyond</u>	
Time	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer	
Book link	Being you – Poems of positivity		Poppy Field (Michael Morpurgo)		A street through time		Wild Way Home		Egyptian Cinderella	
										
Writing type	<u>Fiction</u> Writing to entertain: short story	<u>Non-fiction</u> writing to Inform: newspaper	<u>Fiction</u> Writing to entertain: setting description	<u>Non-fiction</u> Writing to Recount: letter	<u>Non-fiction</u> Writing to persuade: one sided argument <u>Fiction</u> Writing to entertain: Narrative	<u>Fiction</u> Writing to inform: dialogue <u>Non-fiction</u> writing to recount: diary	<u>Fiction</u> Writing to entertain: Character Description	<u>Non-fiction</u> Writing to non-chronological report	<u>Fiction</u> Writing to entertain: story	<u>Non-fiction</u> Writing to instruct: explanation
Science	Energy (Sound and Light) - Recognise that they need light in order to see things and that dark is the absence of light. - Notice that light is						Plants - Identify and describe the functions of different parts of the flowering plant: roots, stem/trunk/leaves and flowers		Electricity -Identify common appliances that run on electricity. - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. - Identify whether or not a lamp	



	<p>reflected from surfaces. - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. - Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>- Know how sound is made associating some of them with vibrating. - Know what happens to a sound as it travels from its source to our ears - know the correlation between the volume of a sound and the strength of the vibrations that produced it. - Know how sound travels from a source to our ears</p>			<p>- Explore the part flowers play in a flowering plants life cycle, including: pollination, seed formation and seed dispersal - Explain the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary between plants - Know the way in which water is transported between plants</p>	<p>will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. - Recognise that a switch opens and closes the circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. - Know the difference between a conductor and an insulator; giving examples of each.</p>
History		<p>Why is remembrance so important? NC - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>			<p>What do all ancient civilisations have in common? NC - an overview of where and when the first civilizations appeared</p>
Geography			<p>Why is Sheffield a good place to live? NC - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>What can I find out about my local area? NC - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
Art and Design		<p><u>Story telling through drawing - Poppies</u></p>	<p><u>Repeated patterns - Banksy</u></p>		<p>Plinth people - Sculpture</p>



D&T	Cooking and nutrition Eating seasonally			<p>2D to 3D textile product Dragon puppet</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials (textiles) according to their functional properties and aesthetic qualities</p> <p>investigate and analyse a range of existing products</p> <p>generate, develop, model and communicate their ideas</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>	<p><u>Pneumatics</u> <u>Sarcophagus</u></p> <p>Understand and use mechanical systems in their products</p> <p>investigate and analyse a range of existing products</p> <p>generate, develop, model and communicate their ideas</p> <p>generate, develop, model and communicate their ideas</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>
Computing	Data and information: Branching Databases (Y3)				Programming B – Events and actions in Programs (Y3)
<p>Music</p> <p>Y4 Weekly drumming Lessons</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of</p>			<p><u>Banksy :Urban sounds</u></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>(Use someone who is current)</p>	<p><u>Rainforest sounds</u></p> <p>(rainmakers –link to DT)</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p><u>Egypt: music and instruments</u></p> <p>Develop an understanding of the history of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>



<p>purposes using the interrelated dimensions of music</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>					
PE	Sport & Games <u>Football (outdoor)</u>	Gymnastics <u>Bridges</u>	Dance <u>Dance around the world: Egyptians</u>	Games/ Swimming and water safety Tag rugby	<div> Games/ Swimming and water safety <u>Cricket</u> </div> <div> Athletics/Swimming and water safety <u>Competitions – atheltics</u> </div>
R&WV		<u>The Life of Diwali</u> Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism		<u>Easter - Forgiveness</u> Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity	<u>Beliefs and practices</u> Key question: What is the best way for a Sikh's to show commitment to God Religion: Sikhism
PHSE	Cycle B Autumn 1 - Year 4 – Rights and responsibilities		Cycle B Spring 1 – Year 3 – 'Keeping myself safe'		Cycle B Summer 2 - Physical health and mental wellbeing - Changing adolescent body including menstruation (Year 4 only) Year 3 and 4 'Growing and Changing' Split into separate classes Cycle B Summer 2 - <u>Changing Me</u>
French		<u>All about me</u> Listen attentively to spoken language and show understanding by joining in and responding. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<u>Going shopping</u> 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. Describe people, places, things and actions orally and in writing.		<u>Holidays and hobbies</u> 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. Read carefully and show understanding of words, phrases and simple writing. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine,



		<p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>		<p>masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
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