		Key Stage 2 Long Term Creative Curriculum Planning Map 2017-18 **Breadth of Study**
Geography	**Y3** **Y4** **Y5** **Y6**	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge. Pupils should be taught to: **Location knowledge** ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ▪ 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 ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** ▪ describe and understand key aspects of: ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ▪ 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

		Geographical skills and fieldwork ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 201 ▪ use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
History	**Overview** **Y3** **Y4** **Y5** **Y6**	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about: ▪ changes in Britain from the Stone Age to the Iron Age This could include: ▪ late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae ▪ Bronze Age religion, technology and travel, e.g. Stonehenge ▪ Iron Age hill forts: tribal kingdoms, farming, art and culture

		▪ the Roman Empire and its impact on Britain This could include: ▪ Julius Caesar's attempted invasion in 55-54 BC ▪ the Roman Empire by AD 42 and the power of its army ▪ successful invasion by Claudius and conquest, including Hadrian's Wall ▪ British resistance, e.g. Boudica ▪ "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 207 ▪ Britain's settlement by Anglo-Saxons and Scots This could include: ▪ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ▪ Scots invasions from Ireland to north Britain (now Scotland) ▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ▪ Anglo-Saxon art and culture ▪ Christian conversion – Canterbury, Iona and Lindisfarne ▪ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: ▪ Viking raids and invasion ▪ resistance by Alfred the Great and Athelstan, first king of England ▪ further Viking invasions and Danegeld ▪ Anglo-Saxon laws and justice ▪ Edward the Confessor and his death in 1066

		▪ a local history study For example: ▪ a depth study linked to one of the British areas of study listed above ▪ a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066) ▪ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 For example: ▪ the changing power of monarchs using case studies such as John, Anne and Victoria 208 ▪ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century ▪ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ▪ a significant turning point in British history, e.g. the first railways or the Battle of Britain ▪ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China ▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world ▪ a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

		History needs to be taught in chronological order across school
Art and Design	**Y3** **Y4** **Y5** **Y6**	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) ▪ about great artists, architects and designers in history.
Design and Technology	**Y3** **Y4** **Y5** **Y6**	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. When designing and making, pupils should be taught to: **Design** ▪ 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

		Make ▪ select from and use a wider range of tools and equipment to perform practical tasks, such as 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 **Evaluate** ▪ investigate and analyse a range of existing products ▪ 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 **Technical knowledge** ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages ▪ understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors ▪ apply their understanding of computing to programme, monitor and control their products. **Cooking and Nutrition** • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Music	**Y3** **Y4** **Y5** **Y6**	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 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 ▪ 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 ▪ 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 ▪ develop an understanding of the history of music.
Science	**Y3**	**Plants** Pupils should be taught to: ▪ identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers ▪ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ▪ investigate the way in which water is transported within plants ▪ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **Animals, including humans** Pupils should be taught to: ▪ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ▪ identify that humans and some animals have skeletons and muscles for support, protection and movement. **Rocks** Pupils should be taught to:

		▪ 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. **Light** Pupils should be taught to: ▪ notice that light is reflected from surfaces ▪ find patterns that determine the size of shadows. **Forces and magnets** Pupils should be taught to: ▪ 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.
	Y4	**All living things** Pupils should be taught to: ▪ identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups ▪ recognise that environments can change and that this can sometimes pose dangers to living things. **Animals, including humans** Pupils should be taught to: ▪ describe the simple functions of the basic parts of 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 **States of matter** Pupils should be taught to: ▪ compare and group materials together, according to whether they are solids, liquids or gases ▪ observe that some materials change state when they are heated or cooled, and measure or research the

		temperature at which this happens in degrees Celsius (°C) ▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Sound** Pupils should be taught to: ▪ identify how sounds are made, associating some of them with something vibrating ▪ find patterns between the pitch of a sound and features of the object that produced it ▪ find patterns between the volume of a sound and the strength of the vibrations that produced it. **Electricity** Pupils should be taught to: ▪ 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 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 a 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.
	Y5	**All living things** Pupils should be taught to: ▪ explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird ▪ describe the life process of reproduction in some plants and animals. **Animals, including humans** Pupils should be taught to: ▪ describe the changes as humans develop from birth to old age. **Properties and changes of materials** Pupils should be taught to: ▪ compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ▪ understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance

		from a solution ▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ▪ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ▪ demonstrate that dissolving, mixing and changes of state are reversible changes ▪ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. **Earth and space** Pupils should be taught to: ▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system ▪ describe the movement of the Moon relative to the Earth ▪ describe the Sun, Earth and Moon as approximately spherical bodies ▪ use the idea of the Earth's rotation to explain day and night. **Forces** Pupils should be taught to: ▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces ▪ understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.
	Y6	**All living things** Pupils should be taught to: ▪ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals ▪ give reasons for classifying plants and animals based on specific characteristics. **Animals including humans** ▪ identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood

		vessels and blood ▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ▪ describe the ways in which nutrients and water are transported within animals, including humans. **Evolution and inheritance** Pupils should be taught to: ▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Light** Pupils should be taught to: ▪ understand that light appears to travel in straight lines ▪ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ▪ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. **Electricity** Pupils should be taught to: ▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ▪ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ▪ use recognised symbols when representing a simple circuit in a diagram**.**

SCIENTIFIC ENQUIRY	Y3and 4	**Working scientifically** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ▪ asking relevant questions and using different types of scientific enquiries to answer them ▪ setting up simple practical enquiries, comparative and fair tests ▪ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▪ identifying differences, similarities or changes related to simple scientific ideas and processes ▪ using straightforward scientific evidence to answer questions or to support their findings.
		Non Statutory **Working scientifically** Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for patterns and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. They should learn how to use new equipment, such as data loggers, appropriately. They should collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done. They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. Pupils should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for

		different audiences. These opportunities for working scientifically should be provided across years 3 and 4 so that the expectations in the programme of study can be met by the end of year 4. Pupils are not expected to cover each aspect for every area of study.
	Years5 and 6	**Working scientifically** During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs ▪ using test results to make predictions to set up further comparative and fair tests ▪ using simple models to describe scientific ideas ▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations ▪ identifying scientific evidence that has been used to support or refute ideas or arguments. Non Statutory **Working scientifically** Pupils in years 5 and 6 should use their science experiences to: explore ideas and raise different kinds of questions; select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They should use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. They should make their own decisions about what observations to make, what measurements to use and how long to make them for; choose the most appropriate equipment to make measurements and explain how to use it accurately. They should decide how to record data from a choice of familiar approaches; look for different causal relationships in their data and identify evidence that refutes or supports their ideas. They should use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time.

		These opportunities for working scientifically should be provided across years 5 and 6 so that the expectations in the programme of study can be met by the end of year 6. Pupils are not expected to cover each aspect for every area of study.
Computing	**Y3** **Y4** **Y5** **Y6**	Pupils should be taught to: ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ 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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

PE	**Y3,4,5 and 6**	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending ▪ develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics ▪ perform dances using a range of movement patterns ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Swimming and water safety (Currently year 5&6 summer term)** Pupils should be taught to: ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively such as front crawl, backstroke and breaststroke ▪ perform safe self-rescue in different water-based situations.
RE	**Y3/4**	Christmas – journeys Harvest Easter- Jesus takes the lead Where How and why do Muslims worship? What is the Qur'an? What do stories about Muhammad tell Muslims about Allah? Where, how and why do Christians worship? How do religious families practise their faith and how does it influence their lives ?

	Y5/6	Harvest God's Promise Aspects of Judaism Christmas – Choice and Change How should believers live? Lent Easter – Sorrow and Joy How and Why do people care for the World and others Trinity
PSHE and Citizenship Non Statutory	**Y3,4,5 and 6**	Breadth of opportunities 5 During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to: a take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well] b feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves] c take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'] d make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly] e meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse] f develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task] g consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues] h ask for help [for example, from family and friends, midday supervisors,

		older pupils, the police].
MFL		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* ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally* and in writing ▪ 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. The starred (*) content above will not be applicable to ancient languages Teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. 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* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing 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