**KS2 curriculum for 2024 – 2025**

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| KS2  Y3  Science | Skeletons  Movement  Nutrition and diet | Food waste  Rocks  Consolidation | Fossils  Soils | | Light  Consolidation | Plants A | | Forces  Magnets  Plants B  Biodiversity |
| Y3 English | Narrative- Stone Age Boy by Satoshi  Kitamura  Non-fiction-diary, information | Non-fiction-explanations  Poetry-Kennings and Quatrains | Narrative-Jim and the Beanstalk by Raymond  Briggs  Non-fiction -letters  Reference books | | Narrative-The Lost Thing by Shaun Tang  Non-fiction-lost poster, persuasion, play scripts  Poetry-limericks and Clerihews | Narrative-Matilda Roald Dahl theme magic,  good over evil.  Non-fiction-Recounts, newspaper reports | | Poetry-question and answer poems  Non-fiction-biographies |
| Y3 Maths | Place Value  Addition and Subtraction | Addition and Subtraction  Multiplication and Division A Part 1 | Multiplication and Division A Part 2 Length and Perimeter | | Fraction A (Part 1)  Mass and Capacity | Fractions B  Money | | Time  Shape  Statistics |
| **Year 3 Geography** |  | **The UK – Cities, rivers, mountains, countries.**  Settlements and Land use in the North East (How have they changed over time, trade, settlements, rivers, canals, sea – linked to Stone age, rocks) |  | | **The UK regions , counties and cities** |  | | **The UK regions , counties and cities cont.** |
| **Yr 3 History** | How did Britain change from the Stone Age to the Iron Age? |  | Early civilizations, Ancient Sumer, Indus valley, Ancient Egypt and the Shang dynasty of ancient China. | |  | What was life like in Ancient Egypt? | |  |
| **Y3 Art and DT** | Still life  Realistic and abstract | Focus on design ideas, sketches/diagrams, prototypes.  and Lego – Great Adventures | Upcycle junk project/ mixed media  Potential junk model Stonehenge |  | Cooking and Nutrition Pupils should be taught to: 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.  Seaonality of foods | Create a printing tile  on safe foam/ easy print polystyrene  Hieroglyphic symbols to print link to Egyptian History | | Sewing Flower badges |
| **Y3 PSHE** | Families and friendships: What makes a  family; features of family life    Safe Relationships: Personal boundaries; safely responding to others; the impact of hurtful behaviour    Respecting ourselves and others: Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | | Belonging to a community: The value of rules and laws; rights, freedoms and responsibilities    Media literacy and digital resilience: How the internet is used; assessing information online    Money and work: Different jobs and  skills; job stereotypes; setting  personal goals | | | Physical health and mental wellbeing: Health choices and habits; what affects  feelings; expressing feeling    Growing and changing: Personal strengths  and achievements; managing and reframing setback    Keeping safe: Risks and hazards; safety in the local environment and unfamiliar places | | |
| **Y3 PE** | Dance    [Greatest showman, Egyptian, Romans, Eco warrior,  machines, Round the clock] | Invasion Games    [handball, football, tag rugby, netball, basketball, three touch ball, Skittles] | Net  and Wall    [tennis, target baggers] | Gymnastics    [Gymnastics, Gymnastics unit 3, Balancing Act, Partner work, | | Striking and Fielding    [Rounders, Kwik cricket, Run the loop, Arc Rounders] | Athletics  OAA    [Athletics, Sports day, pass the baton, furthest 5]  [Outdoor adventure, Shipwrecked, Where am I? | |
| **Y3 Computing** | Computing systems and networks    Connecting computers  E-safety | Creating media A    Stop-frame animation | Programming A    Sequencing sounds  E-safety | Data and information    Branching databases | | Creating media B    Desktop publishing  E-safety | Programming B    Events and actions in programs | |
| **Y3 Music** | Writing down music | Playing in a band | Compose using your imagination | More musical styles | | Enjoying improvisation | Opening night | |

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| **Y4**  **Science** | Group and classify living things  Data Collection A  States of Matter | States of Matter cont.  Consolidation | Sound  Data Collection B | | Electricity  Energy  Consolidation | Data Collection C  Habitats  Deforestation | | The Digestive System  Food Chains |
| **Y4 English** | Narrative-Who let the Gods Out by Maz  Evans  Non-fiction-information, advert, letter | Poetry –similes and metaphors | Narrative – Escape From Pompeii by  Christina Balit  Non-fiction-recount  Reference books | | Poetry-free verse  Play scripts – reading and writing | Narrative- Charlie and the Chocolate Factory by  Roald Dahl  Non-fiction-explanation | | Poetry-haikus, cinquains and tankas  Non-fiction-Balanced arguments |
| **Y4 Maths** | Place Value  Addition and Subtraction | Area  Multiplication and Division | Multiplication and Division A Part 1  Length and Perimeter | | Multiplication and Division A Part 2  Decimals A Part 1 | Decimals A Part 2  Money  Time | | Shape  Statistics  Position and Direction |
| **Y4 Geography** |  | **Europe**  Locate the world countries of Europe All environmental regions, key physical and human characteristics and major cities |  | | **Mountains, Volcanoes and Earthquakes** Comparison of North West and Region in Italy (Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, Warrington, and a region in a European Country Italy/Volcanoes |  | | **Rivers**  (Water cycle and rivers, settlement, trade, European and World significant rivers) |
| **Y4 History** | How have the Greeks shaped our world? To identify the achievements, daily life and impact on the Western world |  | What did the Romans ever do for us?  What was the Roman Empire | |  | Roman Britain | |  |
| **Y4 Art and DT** | Still life  Ancient Art  Art that has reflected history  Roman Feasts | Focus on Reinforcing complex structures  And  Lego- Winning with science | Paper Mache Greek vases |  | Cookery | Roman Mosaics | | Focus on Reinforcing complex structures    Make a bag and screen print from collage term prior |
| **Y4 PSHE** | Families and friendships: Positive friendships, including online    Safe Relationships: Responding to  hurtful behaviour; managing confidentiality; recognising risks online    Respecting ourselves and others: Respecting differences and similarities; discussing difference sensitively | | Belonging to a community: What makes a  community; shared responsibilities    Media literacy and digital resilience: How data is shared and used    Money and work: Making decisions  about money; using and keeping money  safe | | | Physical health and mental wellbeing: Maintaining a balanced lifestyle; oral  hygiene and dental care    Growing and changing: Personal identity;  recognising individuality and different  qualities; mental wellbeing (Y5)    Keeping safe: Medicines and  household products; drugs common to  everyday life | | |
| **Y4 PE** | Dance    [Greatest showman, Science, Indian delight,] | Invasion Games    [handball, football, tag rugby, netball, basketball, On the attack, End Zone] | Net and Wall    [tennis, Mini tennis 2] | Gymnastics    [Gymnastics, Gymnastics Level 2/3 unit 4, task 1 -2, ], Acrobatic gymnastics, | | Striking and Fielding    [Rounders, Kwik cricket, Runners, Zone cricket] | Athletics  OAA    [Athletics, Indoor Athletics, Sports day, Three jump challenge] | |
| **Y4 Computing** | Computing systems and networks    The Internet  E-safety | Creating media A    Audio editing | Programming A    Repetition in shapes  E-safety | Data and information    Data logging | | Creating media B    Photo editing  E-safety | Programming B    Repetition in games | |
| **Y4 Music** | Musical structures | Exploring feelings when you play | Compose with your friends | Feelings through music | | Expression and improvisation | The show must go on! | |

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| **Y5**  **Science** | Forces  Space | Space Cont.  Global warming  Consolidation | Properties of materials  Animals inc. Humans | | Animals inc. Humans cont.  Life cycle | Reproduction A  Reversible and irreversible changes | | Plastic pollution  Reproduction B  Consolidation |
| **Y5 English** | Narrative- Anglo Saxon Boy by Tony Bradman  Non-fiction-recounts/diaries | Non fiction-newspapers  Fact and opinion  Poetry-free verse | Myths and legends- Beowulf by  Michael Morpurgo  Non-fiction-information texts | | Play scripts  Poetry-narrative poetry | Traditional stories-Red Mis Take  (Grimm brothers film unit)  Non-fiction-Debates  Explanation texts | | Non-fiction-persuasion  Learn poetry by heart  Poetry-figurative |
| **Y5 Maths** | Place Value  Addition and Subtraction  Multiplication and Division A (Part 1) | Multiplication and Division A continued Part 1  Fractions | Multiplication and Division A (Part 2)  Fractions (Part 2)  Decimals | | Decimals  Perimeter and Area  Statistics | Shape  Position and Direction  Decimals | | Decimals  Negative Numbers  Converting Units |
| **Y5 Geography** |  | **North America** (Locate the countries of North America All environmental regions, physical and human characteristics and major cities A comparison between a region in North America and region in UK) |  | | **Global Trade** /Central America Latitude and Longitude, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn prime/Greenwich Meridan time zones) |  | | **Sustainable Development Goals** My Sustainable Future? Human geography distribution of natural resources including energy, food, minerals and water |
| **Y5 History** | What impact did the Anglo-Saxon’s have on Britain? |  | Anglo Saxons and Vikings  William The Conqurer 1066 | |  | A past non-European society Mayan  Compare to Vikings | |  |
| **Y5 Art and DT** | Present day  Shaped history/ contribute to our British culture | Focus on Basic CAD- vehicle design  And  Lego- Happy Traveller | Land art | | Cookery | Althea McNish Windrush generation based on flowers and plants (tropical- could visit Sunderland winter gardens?) |  | Althea McNish Windrush generation |
| **Y5 PSHE** | Families and friendships: Managing friendships and peer influence    Safe Relationships: Physical contact and  feeling safe    Respecting ourselves and others: Responding respectfully to a wide range  of people; recognising prejudice and  discrimination | | Belonging to a community: Protecting the environment; compassion towards other    Media literacy and digital resilience: How information online is targeted; different media types, their role and impact    Money and work: Identifying job interests and aspirations; what influences career choices; workplace stereotypes | | | Physical health and mental wellbeing: Healthy sleep habits; sun safety;  medicines, vaccinations, immunisations  and allergies    Growing and changing: Physical and emotional changes in puberty; external  genitalia; personal hygiene routines;  support with puberty (Y4)    Keeping safe: Keeping safe in different situations, including responding in emergencies, first aid. | | |
| **Y5 PE** | Dance    [stomp dance, WW2, Martial arts, making the grade, What’s so funny] | Invasion games    [Tag rugby, football, handball, basketball, netball, Calling the shots, 5s and 3s,] | Net and Wall    [tennis, what a racket] | Gymnastics    [Gymnastics, Gymnastics Level 3 /4 unit 5 – task 1-2, Group dynamics, | | Striking and fielding    [Rounders, Kwik cricket, Zone rounders, Pairs cricket] | Athletics    [Athletics, Indoor athletics, Sports day, Distance challenge]    [Outdoor adventure, Crystal star challenge, Beat the clock, electric fence] | |
| **Y5 Computing** | Computing systems and networks    Sharing information  E-safety | Creating media A    Video editing | Programming A    Selection in physical computing  E-safety | Data and information    Flat-file databases | | Creating media B    Vector drawing  E-safety | Programming B    Selection in quizzes | |
| **Y5 Music** | Melody and music in harmony | Sing and play in different styles | Composing and chords | Enjoying musical styles | | Freedom to improvise | Battle of the bands! | |

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| **Y6**  **Science** | Living things and their habitats | Electricity  Renewable Energy | Light  Light pollution | The circulatory system diet, drugs and lifestyle | | Variation  Adaptations | | Fossils  Consolidation  Themed projects (Y7 ready – melting points and thermal conductivity) | |
| **Y6 Maths** | Place Value    Addition, subtraction, | multiplication, division    Fractions A    *Converting Units* | Ratio  Algebra  Decimals | Fractions, decimals and percentages  *Area and Perimeter* | | *Volume*  *Statistics*  *Shape* | | Position and Direction  Problem solving and consolidation | |
| **Y6 English** | Modern Fiction with a moral  The Barnabus Project  Non-fiction-letters  informal/recounts/blogs | Non-fiction Non chronological report  -Literacy Shed  Performance poetry-Zombierella | Narrative –stories from other cultures/  traditions Journey to the River Sea by Eva  Ibbotson  Comparisons within and across books  Playscripts | Non-fiction-persuasive, letters formal  Reference books  Poetry-classic/narrative | | Narrative-books from English literary  heritage-Shakespeare’s Theatre Romeo  and Juliet  Non-fiction-biography, news report | | Poetry-Sonnets  Non-fiction-explanation text | |
| **Y 6 Geography** |  | **South America**  (Locate the countries of South America All environmental regions, physical and human characteristics and major cities A comparison between a region in South America and region in UK) |  | **Climate Change:** Our world, Our responsibility Focus study on Antarctica as example Aim of this research unit is to being together all previous Geography learning, allow children to research utilising prior knowledge an aspect of climate change important to them – Australia Wildfire, Antarctica, Flooding | |  | | **Climate Change cont.** | |
| **Y6 History** | Durham local study  Cathedral visit, saints’ trails. What happened to Durham after 1066 |  | Mining and how it came to the North East |  | | Railways | |  | |
| **Y6 Art and DT** | Great artists  Van Gogh | Focus on mechanical and electrical  and  Lego- Crazy Carnivals | Miro and , Alexander Calder  and Kinetic Art | Cookery and Nutrition | |  | Matisse and Monoprint with flowers and leaves    Use sun print paper |  |  |
| **Y6 RE** | 1.What can we learn about religious diversity in our area?  What can we find out about a local Muslim community? | 2. What do the gospels tell us about the birth of Jesus? | 1 How and why do people care about the environment? Demonstrating understanding of the impact of religious faiths on actions:impact of belief | 2. Why are Good Friday and Easter Day the most important days for Christians? | | 1. So what do we now know about Christianity?  (through the four concepts)    2. Bridging Unit (statutory) | | | |
| **Y6 PSHE** | Families and friendships: Attraction to others; romantic relationships; civil partnership and marriage    Safe Relationships: Recognising and  managing pressure; consent in different  situations    Respecting ourselves and others: expressing opinions and respecting  other points of view, including discussing  topical issues | | Belonging to a community: Valuing diversity; challenging discrimination and stereotypes    Media literacy and digital resilience: Evaluating media sources; sharing  things online    Money and work: Influences and attitudes to money; money and financial risk | | | | Physical health and mental wellbeing: What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online    Growing and changing: Human reproduction and birth; increasing independence; managing  transition  Keeping safe: Keeping personal  information safe; regulations and choices; drug use and the law; drug use and the media | | |
| **Y6 PE** | Dance    [stomp dance, WW2, Martial arts, masquerade] | Invasion Games    [Tag rugby, football, handball, basketball, netball, Wide attack, Grid Rugby, Tag rugby] | Net and Wall    [tennis, Long and thin/ short and fat] | | Gymnastics    [Gymnastics, Gymnastics Level 4 /5 unit 6 – task 1-2, Double take, | | Striking & Fielding    [Rounders, Kwik cricket, Zone rounders, Pairs cricket] | | Athletics  Develop running, jumping and throwing knowledge in isolation and in combination. [Athletics, Indoor athletics, Sports day, Distance challenge] Take part in outdoor and adventurous activity challenges. [Outdoor adventure, Crystal star challenge, Beat the clock, electric fence] Passion: Show motivation and a positive attitude to improve our personal best. Teamwork: Participating in team challenges |
| **Y6 Computing** | Computing systems and networks    Internet communication  E-safety | Creating media A    Webpage creation | Programming A    Variables in games  E-safety | | Data and information    Introduction to spreadsheets | | Creating media B    3D modelling  E-safety | | Programming B    Sensing |
| **Y6 Music** | Music and technology | Developing ensemble skills | Creative composition | | Musical styles connect us | | Improvising with confidence | | Farwell tour |