**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  |