

Key Stage 2 4 Year Cycle Curriculum Map



| | Year A | | | | | | Year B | | | | | |
|------------------------------|---|--|--|---|---|--|---|--|--|---|--|---|
| | <u>A1</u> | <u>A2</u> | <u>Sp1</u> | <u>Sp2</u> | <u>S1</u> | <u>S2</u> | <u>A1</u> | <u>A2</u> | <u>Sp1</u> | <u>Sp2</u> | <u>S1</u> | |
| Literacy | Sharing News | Pantomime - simple story sequencing | Non Fiction Information - Make a book (topic based) | Poetry patterns and rhymes | Fantasy stories in familiar settings | Beach Party Planning/lists/ choosing | Information Books 'All About Me' | Plays/Drama Christmas Puppet Shows | Non Fiction Labels and Captions (IT) | Traditional Stories | Stories with predictable a patterned language | rhymes/skipping and playground games |
| Numeracy | Number, Place Value, height | Number, Place Value, weight | Number, Place Value and Time | Number, Place Value and Position/ Direction | Number, Place Value and Money | Number, Place Value and Sequencing | Number, Place Value, Shape | Number, Place Value, Time | Number, Place Value, length | Number, Place Value, capacity and volume | Number, Place Value, shape | Number, Place Value, money |
| Science | Animals, Including Humans (Year 3) nutrition, | | Earth and Space solar system | | Sound (Y4) How is it made? | | Light (Y3) Light, dark and shadows | | States of Matter solids, liquids or gases and change of state | | Forces(Y3) Different surfaces and magnets | |
| Geography | | | What makes the Earth Angry? (LCC) | | | Where would you choose to build a city?(LCC) | | | Rivers and Oceans | | | Atlases and Globes |
| History | Events beyond living memory - Anniversaries and Celebrations | | | | Castles Since 1066 | | Events from beyond living memory - Toys a long time ago | | | | Changes within living memory - Holidays | |
| RE WILTSHIRE SYLLABUS | Being Special (Belonging) What does it mean to belong? (Q9) | Special Times (Celebrations) Why do we celebrate special times? (Q5) Christmas | Special People (Believing) What do some people believe about God? (Q1) | Special Times (Celebrations) Why do we celebrate special times? (Q4) Easter | Special Places (Symbols) Why and how do special places and symbols help people show what they believe? (Q7) | Special Places (Symbols) How does being Jewish make a difference to family and celebration? (Q6) | Being Special (Myself) How should we show care for others? (Q10) | Special Times (Celebrations) Why do we celebrate special times? (Q5) Christmas | Special People (Leaders and Teachers) Who is an inspiring person? (Q8) | Special People (Story) Why do Christians love to tell stories about Jesus? (Q4) | Special People (Believing) The beginning of the World: what can we learn from special Christian and Jewish stories? (Q2) | Special People (Believing) Why is God important for Muslims? (Q3) |
| Art | Drawing and Photography | | Paint and Colour | | Designing and Textiles | | 3D Work and Form | | Collage and Pattern | | Print Making and Texture | |
| PE | Peter Pirate Static Balance - One leg standing Coordination - Floor movement patterns | | Franny the Fairy and Alan the Alien Dynamic Balance to agility | | William the Wizard Counter balance in pairs Static balance floor work | | Connie the Clown Balance and Co-ordination with equipment | | Peter Pirate Static Balance and floor movement patterns | | Mike the Bike/Trevor the Train Dynamic Balance and floor movement patterns | |
| PSHE | New Beginnings | Getting on and falling out | Going for Goals | Good to be Me | Relationships/ SRE | Changes/ Transition | New Beginnings | Getting on and falling out | Going for Goals | Good to be Me | Relationships/ SRE | Changes/ Transition |
| DT | Photo Frames | | Making a book | | Moving Monsters | | Puppets - Lighting it up | | Shelters | | Controllable Vehicles | |
| Cooking&Nutrition | Healthy and varied diet | | Seasonal food | | food from different cultures | | Healthy and varied diet | | Seasonal food | | food from different cultures | |
| Music | Songs/Rhymes daily | Christmas Songs Perform | Combine sounds - pitch and tempo | Combine sounds perform topic songs | Listening and responding to theme tunes. Perform a tune | | Rhymes/Songs daily | Use voice sounds - record and perform | explore beat and repetition clapping rhythm | Introduction to staff and notation Perform | Fast/Slow Loud/Quiet | Starting/Stopping with instruments |
| Computing | Self Portraits Paint | | Follow directions to move around school | | Carry out simple instructions using a word processing document to write lists | | Recording voices and performances and retrieving | | Photos of water/videos | | BeeBots - movement following directions | |
| Digital Literacy | E-safety: Introduce e-safety rules Recognise common uses of information beyond school | | | | | | E-safety: Introduce e-safety rules Recognise common uses of information beyond school | | | | | |
| Theme | OURSELVES | | THE EARTH | | FANTASY | | TOYS & PUPPETS | | WATER | | TRANSPORT | |

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|---|---|--|---|---|---|--|--|--|---|--|---|--|
| | Year C | | | | | | Year D | | | | | |
| | A1 | A2 | Sp1 | Sp2 | S1 | S2 | A1 | A2 | Sp1 | Sp2 | S1 | S2 |
| Literacy | Familiar writers - different stories by the same author | Blurbs | Diamante Poems | Descriptive writing - Diaries | Creating Simple Plays to perform | Expressing opinions 'I don't like peas' | Stories with a familiar theme | Persuasive writing Advertising Posters | Poetry Riddles | Drama : Make a story | Myths and Legends | The Library |
| Numeracy | Number, Place Value and Shape | Number, Place Value and Time | Number, Place Value and Length | Number, Place Value and Height | Number, Place Value and Weight | Number, Place Value and Money | Number, Place Value and Position/ Direction | Number, Place Value and Sequencing | Number, Place Value, capacity and volume | Number, Place Value and Time | Number, Place Value and Shape | Number, Place Value and Money |
| Science | Forces and magnets (Y5) force of gravity, effects of air resistance, water resistance and friction that act between moving surfaces, levers, pulleys and gears | | Rocks Compare and group together different kinds of rocks., how fossils are formed , soils | | Plants parts of flowering plants, requirements for life and life cycle | | Electricity (Y4) Identify common appliances that run on electricity, simple electrical circuits, switches, common conductors and insulators | | Everyday Materials (Y2) Identify and compare the suitability of a variety of everyday materials for particular uses. Changing the shape of solid objects | | Animals, including Humans (Y4) Construct and interpret a variety of food chains, | |
| Geography | | How did the Victorians help to shape Trowbridge? (Y3) (LCC) | | | Seasons | | | Capital Cities of the UK | | | Rainforests (Y5) (The Learning Challenge Curriculum) | |
| History | What would you have done after school 100 years ago? (Y4) (LCC) | | Stone Age to Iron Age - Who first lived in Britain? (Y3) (The Learning Challenge Curriculum) | | | | Why is Trowbridge such a cool place to live? (Y4) (LCC) | | Lives of Significant Individuals - L.S. Lowry | | | |
| RE WILTSHIRE SYLLABUS | Special People (Inspirational people) How does a Christian follow Jesus? (Q8) | Special Places (Symbols and religious expression) What are the deeper meanings of festivals? (Q5) | Special Times (Journey of life and death) Why do believers see life as a journey - what significant experiences mark this? (Q2?) | Special People (Beliefs and questions) What matters to Christians about Easter? (Q4) | Beliefs in action in the world How and why do believers care for others and the world? | Beliefs in action in the world How and why do believers care for others and the world? (Q3) | Special People Beliefs and questions What do different people believe God is like? (Q8) | Special Places Symbols and religious expression What are the deeper meanings of festivals? (Q5) | Special People Inspirational people Who was Muhammad/ Guru Nanak? Why and how do people follow these leaders? (Q2) | Beliefs in action in the world Who has made a difference to the world because of their faith? How and why? (Q4) | Special People Teachings and authority What makes some books sacred, how are they used and why do they matter to believers? (Q2) | Special Times Worship, pilgrimage and special places Where, how and why do people worship? (Q3) |
| PE | Sammy Squirrel Coordination: Ball skills Ball Chasing Agility: Reaction/Response | | Peter Pirate Static Balance: 1 leg Standing Co-ordination: Floor movement patterns | | Cheeky Monkey Static balance: Seated Static balance: Floor work | | Connie the Clown Static Balance: Small base Dynamic Balance to Agility Coordination with equipment | | Mike the Bike/Trevor the Train Dynamic Balance Co-ordination: Floor movement patterns | | Franny the Fairy/Alan the Alien Dynamic Balance to Agility | |
| PSHE | New Beginnings | Getting on and falling out | Going for Goals | Good to be Me | Relationships/ SRE | Changes/ Transition | New Beginnings | Getting on and falling out | Going for Goals | Good to be Me | Relationships/ SRE | Changes/ Transition |
| Art | Drawing and Photography | | Paint and Colour | | Designing and Textiles | | 3D Work and Form | | Collage and Pattern | | Print Making and Texture | |
| DT | Packaging | | Alarms? | | Slippers | | Homes | | Fairgrounds | | Winding Up | |
| Cooking and Nutrition | Healthy and Varied Food | | Seasonal Food | | Food from different cultures | | Healthy and Varied Food | | Seasonal Food | | Food from different cultures | |
| Music | Music past and present Listen and appraising | | | | | | | | | | | |
| Computing | Communicating through a lens | | | | | | | | | | | |
| DIGITAL LITERACY | E-safety: Introduce e-safety rules Recognise common uses of information beyond school | | | | | | E-safety: Introduce e-safety rules Recognise common uses of information beyond school | | | | | |
| Theme | PAST AND PRESENT | | ROCKS | | SHOPPING | | HOMES & COMMUNITY | | COLOUR | | ANIMALS | |

