Stratford-sub-Castle Primary School Curriculum Map

(following the National Curriculum)

English

Year 1

Narrative 16-17 weeks	**Stories with familiar settings** (4 weeks or 2 x 2 weeks)	**Stories from a range of cultures/ Stories with predictable and patterned language** (4 weeks or 2 x 2 weeks)	**Traditional and fairy tales (includes plays)** (4-5 weeks or 2-3 + 2 weeks)	**Fantasy Stories** (4 weeks or 2 x 2 weeks)
Non-fiction 12 weeks	**Labels, lists and captions** (1 week)	**Instructions** (3 weeks)	**Recounts** (3 weeks)	**Information texts** – introduction to alphabetically ordered resources (e.g. dictionary, word-bank, register) (5 weeks)
Poetry 6 weeks	**Introduction to poetry** (2 weeks)	**Pattern and rhyme** (2 weeks)	**Poems on a theme** (2 weeks)	
Oracy (Speaking & Listening) **Integrated into other areas of the English curriculum and other subjects**	**Performance Drama** e.g. Nativity, role-play,	**Public Speaking** e.g class assemblies, Show & Tell	**Group Discussions** e.g. Circle Time,	

See 2014 National Curriculum (https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study) for statutory requirements:

Reading – word reading	Reading – comprehension	Writing – transcription	Writing – composition	Writing – vocabulary, grammar and punctuation

Assessment Week – 3x per year

Writing – extended piece of writing based on the unit being studied. Ensure a wide range of genres over the Key Stage
Spelling – Spelling Age assessment
Reading – YARC assessment (October & February Assessment Weeks only)
Reading - High frequency words
Letters & Sounds – capital and lower case
Handwriting – copy and illustrate a poem linked to topic
Basic Skills – Verbal and/or written (dependent on individual child). Name, address, date of birth, days of the week, months of the year, numbers
Learning Review – 'Jelly-baby' tree review of the year.

Year 2

Narrative **14 weeks**	**Stories with familiar settings/situations/experiences (real & fictional)** (4 weeks)	**Traditional stories – Twist a traditional tale** (4 weeks)	**Author study - Different stories by the same author** (3 weeks)	**Extended stories – sustained writing** (3 weeks)

Non-fiction **15 weeks**	**Instructions & Explanation** (6 weeks)	**Forms of communication (letters, invites)** (2 weeks)	**Information texts** (skills to access non-fiction texts e.g. dictionaries and create own) (4 weeks)	**Reports** (chronological and non-chronological – writing about real/fictional events) (4 weeks)

Poetry **6 weeks**	**Poetry Styles (e.g. acrostic, limerick)** (2 weeks)	**Poet Study and writing in the style of** (possible class contribution) (2 weeks)	**'Nonsense' poetry** (2 weeks)
Oracy (Speaking & Listening) **Integrated into other areas of the English curriculum and other subjects**	**Performance Drama** e.g Nativity, role-play,	**Public Speaking** e.g class_assemblies, Show & Tell	**Group Discussions** e.g. Circle Time,

See 2014 National Curriculum (https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study) for statutory requirements:

Reading – word reading	Reading – comprehension	Writing – transcription	Writing – composition	Writing – vocabulary, grammar and punctuation

Assessment Week – 3x per year
Writing – extended piece of writing based on the unit being studied. Ensure a wide range of genres over the Key Stage
Spelling – Spelling Age assessment
Reading – YARC assessment (October & February Assessment Weeks only)
Reading - High frequency words
Letters & Sounds – capital and lower case
Handwriting – copy and illustrate a poem linked to topic
Basic Skills – Verbal and/or written (dependent on individual child). Name, address, date of birth, days of the week, months of the year, numbers
Learning Review – 'Jelly-baby' tree review of the year.

May Assessment Week – formal assessment tests (reading, spelling, writing, & maths)

Year 3

Narrative, plays and scripts **15 weeks**	**Stories with familiar settings** **(3 weeks)**	**Myths and legends** **(4 weeks)**	**Adventure and mystery/ Author Study** **(4 weeks)**	**Dialogue and plays** **(4 weeks)**
Non-fiction **14-15 weeks**	**Reports** **(4 weeks)**	**Instructions** **(3-4 weeks)**	**Information texts** **(4 weeks)**	**Forms of Written Communication** **(3 weeks)**
Poetry **5 weeks**	**Poems to perform/ Shape poetry and calligrams** **(2 week)**	**Classic Poetry** **(2 weeks)**	**Word Play (e.g. riddles, puns)** **(1 week)**	
Oracy (Speaking & Listening) **Integrated into other areas of the English curriculum and other subjects**	**Performance Drama** **e.g. Class Show**	**Debate & Persuasion** **e.g Cross-curricular debates and discussions; School Council**	**Public Speaking** e.g class assemblies, Reading in church	

See 2014 National Curriculum (https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study) for statutory requirements:

Reading – word reading	Reading – comprehension	Writing – transcription	Writing – composition	Writing – vocabulary, grammar and punctuation

Assessment Week – 3x per year

Writing – extended piece of writing based on the unit being studied. Ensure a wide range of genres over the Key Stage
Spelling – Spelling Age assessment
Reading – YARC assessment (October & February Assessment Weeks only)
Handwriting – copy and illustrate a poem linked to topic
Basic Skills – Verbal and/or written (dependent on individual child). Name, address, date of birth, days of the week, months of the year, numbers
Learning Review – 'Jelly-baby' tree review of the year.

May Assessment Week – formal assessment tests (reading, writing, & maths)

Year 4

Narrative, plays and scripts 16-17 weeks	**Stories with historical settings** (3 weeks)	**Stories set in imaginary place** (4 weeks)	**Stories from other cultures** (3 weeks)	**Author Study (investigate themes, style, influences, write in style)** (4 weeks)	**Plays** (2-3 weeks)

Non-fiction 13-15 weeks	**Recounts: newspapers/magazines** (4 weeks)	**Information texts** (using sources for research including a dictionary/ thesaurus/ search engines, reference texts) (3-4 weeks)	**Explanation texts** (2-3 weeks)	**Persuasive writing** (4 weeks)

Poetry 4 weeks	**'Paint a Picture' (including similes)** (2 weeks)	**Poetic forms select from (e.g. haiku**, cinquain, other syllabic forms, prayers (not necessarily from specific religions), songs, simple rhyming forms, for example couplets, list poems, simple shape poems, alphabet and number poems, question and answer poems, monologues, free verse) Read, perform, write own and present. (2 weeks)

Oracy (Speaking & Listening) *Integrated into other areas of the English curriculum and other subjects*	**Performance Drama** e.g. Class Show/Salisbury Playhouse workshop	**Debate & Persuasion** e.g Cross-curricular debates and discussions; School Council	**Public Speaking** e.g class assemblies, Reading in church

See 2014 National Curriculum (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/260491/PRIMARY_national_curriculum_-_English_RS2.pdf) for statutory requirements:

Reading – word reading	Reading – comprehension	Writing – transcription	Writing – composition	Writing – vocabulary, grammar and punctuation

Assessment Week – 3x per year

Writing – extended piece of writing based on the unit being studied. Ensure a wide range of genres over the Key Stage
Spelling – Spelling Age assessment
Reading – YARC assessment (October & February Assessment Weeks only)
Handwriting – copy and illustrate a poem linked to topic
Basic Skills – Verbal and/or written (dependent on individual child). Name, address, date of birth, days of the week, months of the year, numbers
Learning Review – 'Jelly-baby' tree review of the year.

May Assessment Week – formal assessment tests (reading, writing, & maths)

Year 5

Narrative plays and scripts **19-20 weeks**	**Author Study (investigate themes, style, influences, write in style)** (4 weeks)	**Myths & Legends** (4 weeks)	**Stories from other cultures** (3 weeks)	**Classic Children's Book (include comparing with film versions)** (5-6 weeks)	**Script writing (fiction & non-fiction)** *e.g. adverts, weather forecast – can be integrated into another unit as appropriate* (2-3 weeks)

Non-fiction **12-14 weeks**	**Instructions** (3 weeks)	**Recounts** (4-5 weeks)	**Persuasive writing** (include letters/ email) (5-6 weeks)
Poetry **5 weeks**	Poetic style (word-play, rhyme, metaphor, word choice) (2 weeks)	Classic/ narrative poems (2 weeks)	Choral and performance (1 week)
Oracy (Speaking & Listening) **Integrated into other areas of the English curriculum and other subjects**	**Performance Drama** e.g. Class Show/Salisbury Playhouse workshop	**Debate & Persuasion** e.g Cross-curricular debates and discussions; School Council	**Public Speaking** e.g class assemblies, Reading in church

See 2014 National Curriculum (https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study) for statutory requirements:

Reading – word reading	Reading – comprehension	Writing – transcription	Writing – composition	Writing – vocabulary, grammar and punctuation

Assessment Week – 3x per year

Writing – extended piece of writing based on the unit being studied. Ensure a wide range of genres over the Key Stage
Spelling – Spelling Age assessment
Reading – YARC assessment (October & February Assessment Weeks only)
Handwriting – copy and illustrate a poem linked to topic
Basic Skills – Verbal and/or written (dependent on individual child). Name, address, date of birth, days of the week, months of the year, numbers
Learning Review – 'Jelly-baby' tree review of the year.

May Assessment Week – formal assessment tests (reading, SPAG, writing, & maths)

Year 6

<table>
<tr><td>Narrative
11-12 weeks</td><td colspan="2"><u>Author Study (investigate themes, style, influences, write in style)</u>
(4 weeks)</td><td><u>Adventure, mystery, suspense</u>
(4 weeks)</td><td colspan="2" rowspan="2"><u>Fiction & Non –Fiction genres</u> (review and consolidate in preparation for SATs)
(8 weeks)</td><td><u>Stories which raise issues/dilemmas</u>

(3 weeks)</td></tr>
<tr><td>Non-fiction
12 weeks</td><td><u>Biography and autobiography</u>
(3 weeks)</td><td><u>Formal/impersonal writing</u> – <u>forms of communication</u>
(3 weeks)</td><td><u>Journalistic writing</u>
(3 weeks)</td><td><u>Argument</u>
(3 weeks)</td></tr>
<tr><td>Poetry
3 weeks</td><td colspan="3"><u>Poetic Imagery</u> (personification, metaphors, similes and other poetic devices)
(2 weeks)</td><td colspan="3"><u>Verse*</u> <u>to convey meaning</u>
(2 week) * e,g rap, poem, choral</td></tr>
<tr><td>Oracy (Speaking & Listening)

Integrated into other areas of the English curriculum and other subjects</td><td colspan="2">Performance Drama

e.g. Class Show</td><td colspan="2">Debate & Persuasion

e.g Cross-curricular debates and discussions; School Council</td><td>Public Speaking

e.g class assemblies, Reading in church</td></tr>
</table>

See 2014 National Curriculum (https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study) for statutory requirements:

Reading – word reading	Reading – comprehension	Writing – transcription	Writing – composition	Writing – vocabulary, grammar and punctuation

<u>Assessment Week – 3x per year</u>

Writing – extended piece of writing based on the unit being studied. Ensure a wide range of genres over the Key Stage
Spelling – Spelling Age assessment
Reading – YARC assessment (October & February Assessment Weeks only)
Handwriting – copy and illustrate a poem linked to topic
Basic Skills – Verbal and/or written (dependent on individual child). Name, address, date of birth, days of the week, months of the year, numbers
Learning Review – 'Jelly-baby' tree review of the year.

May Assessment Week – formal assessment tests (reading, SPAG, writing, & maths)

Mathematics KS1

Year 1

Number (24 weeks)				Measurement (6 weeks)	Geometry (6 weeks)	
Number and place value	Addition and subtraction	Multiplication and Division	Fractions		Properties of shape	Position and direction

N.B. Objectives placed in groups not indicative of order or time allocation. Plan objectives order and time allocation as appropriate

Number & Place Value	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Given a number, identify one more and one less	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	Read and write numbers from 1 to 20 in numerals and words	
Addition & Subtraction	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Add and subtract one-digit and two-digit numbers to 20, including zero 9	
	Represent and use number bonds and related subtraction facts within 20	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9	
Multiplication & Division	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher		
Fractions	Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	

Measurement	Compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • mass or weight [for example, heavy/light, heavier than, lighter than] • capacity/volume [for example, full/empty, more than, less than, half, half full, quarter] • time [for example, quicker, slower, earlier, later]	Measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds)	Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
	Recognise and know the value of different denominations of coins and notes	Recognise and use language relating to dates, including days of the week, weeks, months and years	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
Geometry (properties of shape)	Recognise and name common 2-D and 3-D shapes, including: • 2-D shapes (for example, rectangles (including squares), circles and triangles) • 3-D shapes (for example, cuboids (including cubes), pyramids and spheres)		
Geometry (position & direction)	Describe position, direction and movement, including whole, half, quarter and three-quarter turns		

Mathematics

Year 2

Number (22 weeks)				Measurement (6 weeks)	Geometry (6 weeks)		Statistics (2 weeks)
Number and place value	Addition and subtraction	Multiplication and Division	Fractions		Properties of shape	Position and direction	

N.B. Objectives placed in groups not indicative of order or time allocation. Plan objectives order and time allocation as appropriate

Number & Place Value	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward	Identity, represent and estimate numbers using representations, including the number line	Read and write numbers to at least 100 in numerals and in words
	Recognise the place value of each digit in a two-digit number (tens, ones)	Compare and order numbers from 0 up to 100; use <, > and = signs	Use place value and number facts to solve problems
Number: addition & subtraction	Solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems
	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Show that addition of two numbers can be done in any order (commutative), and subtraction of one number from another cannot	
Number: multiplication & division	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
	Show that multiplication of two numbers can be done in any order (commutative), and division of one number by another cannot		

Number: Fractions	Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity	Write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2	
Measurement	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	Recognise and use the symbols for pounds (£) and pence (p); combine amounts to make a particular value	Find different combinations of coins that equal the same amounts of money
	Compare and order lengths, mass, volume/capacity and record the results using >, < and =	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	Compare and sequence intervals of time
	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times	Know the number of minutes in an hour and the number of hours in a day	
Geometry: properties of shape	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]	
	Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	Compare and sort common 2-D and 3-D shapes and everyday objects	
Geometry: position & direction	Order and arrange combinations of mathematical objects in patterns and sequences	Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)	
Statistics	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	Ask and answer questions about totalling and comparing categorical data

Year 3

Number (24 weeks)				Measurement (5 weeks)	Geometry (5 weeks) Properties of shape	Statistics (2 weeks)
Number & Place Value	Addition and subtraction	Multiplication and Division	Fractions			

N.B. Objectives placed in groups not indicative of order or time allocation. Plan objectives order and time allocation as appropriate

Number & Place Value	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Compare and order numbers up to 1000	Read and write numbers up to 1000 in numerals and in words
	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Identify, represent and estimate numbers using different representations	Solve number problems and practical problems involving these ideas
Number: addition & subtraction	Add and subtract numbers mentally, including: • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds	Estimate the answer to a calculation and use inverse operations to check answers	
	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	
Number: multiplication & division	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Number: fractions	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7]
	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	Recognise and show, using diagrams, equivalent fractions with small denominators	Compare and order unit fractions, and fractions with the same denominators
	Solve problems that involve all of the above		
Measurement	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Measure the perimeter of simple 2-D shapes	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
	Add and subtract amounts of money to give change, using both £ and p in practical contexts	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	Know the number of seconds in a minute and the number of days in each month, year and leap year
	Compare durations of events [for example to calculate the time taken by particular events or tasks]		
Geometry: properties of shape	Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	Recognise angles as a property of shape or a description of a turn	Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines		
Statistics	Interpret and present data using bar charts, pictograms and tables	Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	

Mathematics

Year 4

Number (24 weeks)				Measurement (4 weeks)	Geometry (6 weeks)		Statistics (2 weeks)
Number and place value	Addition and subtraction	Multiplication and Division	Fractions (including decimals)		Properties of shape	Position and direction	

N.B. Objectives placed in groups not indicative of order or time allocation. Plan objectives order and time allocation as appropriate

Number & Place Value	Count in multiples of 6, 7, 9, 25 and 1000	Count backwards through zero to include negative numbers	Identify, represent and estimate numbers using different representations
	Find 1000 more or less than a given number	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)	Round any number to the nearest 10, 100 or 1000
	Solve number and practical problems that involve all of the above and with increasingly large positive numbers	Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value	Order and compare numbers beyond 1000
Number: addition & subtraction	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	Estimate and use inverse operations to check answers to a calculation
Number: multiplication & division	Recall multiplication and division facts for multiplication tables up to 12x12	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	Recognise and use factor pairs and commutativity in mental calculations
	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	

Number: fractions (including decimals)	Recognise and show, using diagrams, families of common equivalent fractions	Add and subtract fractions with the same denominator	Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$	Round decimals with one decimal place to the nearest whole number
	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	Compare numbers with the same number of decimal places up to two decimal places	Solve simple measure and money problems involving fractions and decimals to two decimal places
Measurement	Convert between different units of measure [for example, kilometre to metre; hour to minute]	Find the area of rectilinear shapes by counting squares	Read, write and convert time between analogue and digital 12- and 24-hour clocks
	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	Estimate, compare and calculate different measures, including money in pounds and pence	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
Geometry: properties of shape	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	Identify lines of symmetry in 2-D shapes presented in different orientations	
	Identify acute and obtuse angles and compare and order angles up to two right angles by size	Complete a simple symmetric figure with respect to a specific line of symmetry	
Geometry: position & direction	Describe positions on a 2-D grid as coordinates in the first quadrant	Describe movements between positions as translations of a given unit to the left/right and up/down	Plot specified points and draw sides to complete a given polygon.
Statistics	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	

Mathematics

Year 5

Number (24 weeks)				Measurement (4 weeks)	Geometry (6 weeks)		Statistics (2 weeks)
Number and place value	Addition and subtraction	Multiplication and Division	Fractions (including decimals & percentages)		Properties of shape	Position and direction	

N.B. Objectives placed in groups not indicative of order or time allocation. Plan objectives order and time allocation as appropriate

Number & Place Value	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero	Solve number problems and practical problems that involve all of the above
	Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	Read Roman numerals to 1000 (M) and recognise years written in Roman numerals
Number: addition & subtraction	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	Add and subtract numbers mentally with increasingly large numbers	
	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	
Number: multiplication & division	Identify multiples and factors, including all factor pairs of a number, and common factors of two numbers	Establish whether a number up to 100 is prime and recall prime numbers up to 19	Multiply and divide numbers mentally drawing upon known facts
	Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
	Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})	Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	

Number: fractions (including decimals & percentages)	Compare and order fractions whose denominators are all multiples of the same number	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. 2/5 + 4/5 = 6/5 = 1 1/5)	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Read and write decimal numbers as fractions (e.g. 0.71 = 71/100)
	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	Solve problems involving number up to three decimal places	Read, write, order and compare numbers with up to three decimal places
	Round decimals with two decimal places to the nearest whole number and to one decimal place	Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100, and as a decimal	Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, 1/5, 2/5, 4/5 and those fractions with a denominator a multiple of 10 or 25
Measurement	Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]	Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes	Solve problems involving converting between units of time
	Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	Estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]	Use all four operations to solve problems involving measure [e.g. length, mass, volume, money] using decimal notation, including scaling
	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres		
Geometry: properties of shape	Identify 3-D shapes, including cubes and other cuboids, from 2-D representations	Draw given angles, and measure them in degrees (°)	Use the properties of rectangles to deduce related facts and find missing lengths and angles
	Know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles	Identify: • angles at a point and one whole turn (total 360°) • angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) • other multiples of 90°	Distinguish between regular and irregular polygons based on reasoning about equal sides and angles
Geometry: position & direction	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed		
Statistics	Solve comparison, sum and difference problems using information presented in a line graph	Complete, read and interpret information in tables, including timetables	

Mathematics – KS2 (Year 6)

Number (20 weeks)			Ratio & Proportion (2 weeks)	Measurement (4 weeks)	Geometry (6 weeks)		Statistics (2 weeks)	Algebra (2 weeks)
Number and place value	4 operations	Fractions (including decimals & percentages)			Properties of shape	Position and direction		

N.B. Objectives placed in groups not indicative of order or time allocation. Plan objectives order and time allocation as appropriate

Number & Place Value	Use negative numbers in context, and calculate intervals across zero	Round any whole number to a required degree of accuracy	Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
	Solve number and practical problems that involve all of the above		
Number: addition, subtraction, multiplication and division	Use their knowledge of the order of operations to carry out calculations involving the four operations	Perform mental calculations, including with mixed operations and large numbers	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Identify common factors, common multiples and prime numbers	Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
	Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	Solve problems involving addition, subtraction, multiplication and division	Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
Number: fractions (including decimals and percentages)	Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6]	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
	Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]	Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = 1/8$]	Compare and order fractions, including fractions >1
	Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places	Multiply one-digit numbers with up to two decimal places by whole numbers	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
	Solve problems which require answers to be rounded to specified degrees of accuracy	Use written division methods in cases where the answer has up to two decimal places	

Ratio & proportion	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts	Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	Solve problems involving similar shapes where the scale factor is known or can be found
	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples		
Algebra	Express missing number problems algebraically	Find pairs of numbers that satisfy an equation with two unknowns	
	Use simple formulae	Enumerate possibilities of combinations of two variables	Generate and describe linear number sequences
Measurement	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	Convert between miles and kilometres	Recognise when it is possible to use formulae for area and volume of shapes
	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places	Recognise that shapes with the same areas can have different perimeters and vice versa	Calculate the area of parallelograms and triangles
	Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]		
Geometry: properties of shape	Draw 2-D shapes using given dimensions and angles	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
	Recognise, describe and build simple 3-D shapes, including making nets	Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius	
Geometry: position & direction	Describe positions on the full coordinate grid (all four quadrants)	Draw and translate simple shapes on the coordinate plane, and reflect them in the axes	
Statistics	Interpret and construct pie charts and line graphs and use these to solve problems	Calculate and interpret the mean as an average	

Foundation Subjects KS1

Science – KS1

yr 1	**Key skills to be taught throughout key stage 1: asking simple questions and recognising that they can be answered in different ways; § observing closely, using simple equipment; performing simple tests; identifying and classifying § using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions**	**Animals, including Humans** • identify and name a variety of common animals including fish, amphibians, reptiles, • birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores	**Plants** • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees.	**Everyday Materials** • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties.	**Seasonal Changes** • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies	**Vocabulary** Deciduous, evergreen Leaves, flowers blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem, fish, amphibians, reptiles, birds, mammals, head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, carnivore, omnivore, herbivore, wood, plastic, glass, metal, water, rock, materials, properties, hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent, brick, paper, foil, fabric, seasons, weather, Winter, Spring, Summer, Autumn, sun, wind, rain, snow, frost, sleet, hail, fog, mist, shower, cloud, thunder, lightning, storm, temperature, forecast, observe, investigate,
yr 2		**Animals, including Humans** • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**Living things & their habitats** • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees	**Plants** • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	**Uses of everyday materials** • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	**Vocabulary** Habitat, micro-habitat, food chain, life cycle, environment, nature, seashore, woodland, ocean, rainforest, living, dead, alive, comparison, dispersal, growth, offspring, survival, hygiene, exercise, protein, carbohydrate, dairy, fat/sugar, vegetables, vitamins, fruit, healthy, lifestyle, wood, metal, plastic, glass, brick, rock, paper, cardboard, squashing, bending, twisting and stretching,

History – Key Stage 1

Yr 1	**Key Skills to be taught throughout the year:** develop an awareness of the past, using common words and phrases relating to the passing of time; know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods; use a wide vocabulary of everyday historical terms; ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events; understand some of the ways in which we find out about the past and identify different ways in which it is represented.	**Changes within living memory/ local History** ** Choice of study dependent on **previous learning (refer to topic webs and Pathways file)** and topical events (e.g. commemorations)*	**Events beyond living memory** ** Choice of study dependent on **previous learning (refer to topic webs and Pathways file)** and topical events (e.g. commemorations)* • To select from below • Tudor & Stuart	**Lives of significant people** (20th Century) ** Choice of study dependent on **previous learning (refer to topic webs and Pathways file)** and topical events (e.g. commemorations)*
Yr 2		**Changes within living memory/ national** ** Choice of study dependent on **previous learning (refer to topic webs and Pathways file)** and topical events (e.g. commemorations)*	**Events beyond living memory** • To select from below • Not Tudor & Stuart ** Choice of study dependent on **previous learning (refer to topic webs and Pathways file)** and topical events (e.g. commemorations)*	**Lives of significant people** (Victorian) ** Choice of study dependent on **previous learning (refer to topic webs and Pathways file)** and topical events (e.g. commemorations)*

Suggested Ideas

Changes within living memory	**Events beyond living memory**	**Lives of significant people**	**Significant historical events, people and places in Salisbury**
• holidays • toys • food • entertainment • homes • lives of children	• Great Fire of London • WWI and WWII • Race to the South Pole • Titanic	• Florence Nightingale • Focus on Artists in Art • Beatrix Potter	• School's history

• our school			

Geography – Key Stage 1

Yr 1	**Key Skills to be taught throughout the year groups:** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage § use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key § use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	**Stratford-sub-Castle** • local study • fieldwork • weather patterns • location in UK/World • human and physical knowledge	**Non-European Country (Africa)** • human and physical knowledge • map work • continents & oceans	**Seasons and Weather** • weather patterns (daily and seasonal) • UK weather • Countries and capital cities in the UK.
Yr 2		**Salisbury** • local study • fieldwork • settlement size • location in UK/World • human and physical knowledge	**Non-European Country (Asia, Australasia)** • select a ***coastal*** location • human and physical knowledge • map work • continents & oceans	**Seasons and Weather** • weather patterns (daily and seasonal) • world-wide poles & equator

Design Technology – Key Stage 1

Yr 1	**Each unit, include cooking, to include:** • investigate • design • make • evaluate	**Cooking** • where food comes from (UK – possible link to Harvest) • principles of a healthy diet • cold item	**Structures** • using construction toys to build a free-standing product • e.g. house	**Mechanism** • wheels and axles • sawing, measuring • e.g. toy car
Yr 2		**Cooking** • where food comes from (around the world) • principles of a healthy diet • hot item	**Structure** • Using construction toys to take a load or meet a purpose • e.g. bridge, chair	**Mechanisms** • slider, simple lever • e.g. moving split-pin toy

Art – Key Stage 1

Yr 1	**Each unit to:** • explore and investigate a range of materials to plan and create an end 'product'. • use the language or art and design. • awareness investigate an individual/ group of artists, craftsman, architect and/or designer	PRINTING • Colour • Line • Shape • Space • Pattern Experiment and express using familiar objects	3D SCULPTURE • Texture • Shape • Form • Space Random forms, junk construction etc	DRAWING (pencil) • colour • texture • tone • shape Awareness of mark-making and surfaces.
Yr 2		DIGITAL MEDIA • Colour • Form • Shape • Space Introduction of 'view finders' and photographs-	PAINTING • Colour • Line • Tone • Shape • Space Mix and match colours. Use different brushes. Paint on different surfaces.	COLLAGE AND MIXED MEDIA • colour • texture • tone • shape Selecting and experimenting with different media.

Music – Key Stage 1

EYFS	**To be learned throughout the year groups:** **Listen to live and recorded music** **Experiment with sounds** **Use voices expressively**	• Chant and sing nursery rhymes and songs with increasing expression • Add action to songs	• Experiment with unpitched percussion • Sing topic-related and seasonal songs • Duration	• Learn to play unpitched percussion musically • Add own words to known melodies • Keeping a pulse
Yr 1		• Warming up the voice • Rhythm and pulse	• Sing with expression • Tempo • Play unpitched percussion, keeping a pulse	• Pitch • Experiment with pitched percussion • Posture for singing
Yr 2		• Dynamics • Clap and play rhythms of words	• Play pitched percussion • Sing with expression • Add own words to known melodies	• Play pitched percussion • Read basic rhythmic notation

RE – Key Stage 1

Taken from 'Discovery RE' (linked to Wiltshire agreed syllabus)

Units to include elements from: AT1 - Learning about religion • Beliefs, teaching and sources; • Practices and ways of life; • Expressing meaning AT2 – Learning from religion and belief • Questions of identity, diversity and belonging; • Questions of meaning purpose and truth • Questions of values and commitments							
	Yr 1	**Theme:** Creation Story **Key Question:** Does God want Christians to look after the world? **Religion:** Christianity	**Theme:** Christmas Story **Key Question:** What gift would I have given to Jesus if he had been born in my town, not in Bethlehem? **Religion:** Christianity	**Theme:** Jesus as a friend **Key Question:** Was it always easy for Jesus to show friendship? **Religion:** Christianity	**Theme:** Easter - Palm Sunday **Key Question:** Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? **Religion:** Christianity	**Theme:** Shabbat **Key Question:** Is Shabbat important to Jewish children? **Religion:** Judaism	**Theme:** Chanukah **Key Question:** Does celebrating Chanukah make Jewish children feel close to God? **Religion:** Judaism
	Yr 2	**Theme:** What did Jesus teach? **Key Question:** Is it possible to be kind to everyone all of the time? **Religion:** Christianity	**Theme:** Christmas - Jesus as gift from God **Key Question:** Why did God give Jesus to the world? **Religion:** Christianity	**Theme:** Passover **Key Question:** How important is it for Jewish people to do what God asks them to do? **Religion:** Judaism **Theme:** Prayer at home **Key Question:** Does praying at regular intervals every day help a Muslim in his/ her everyday life? **Religion:** Islam	**Theme:** Easter - resurrection **Key Question:** Is it true that Jesus came back to life again? **Religion:** Christianity	**Theme:** The Covenant **Key Question:** How special is the relationship Jews have with God? **Religion:** Judaism **Theme:** Community and Belonging **Key Question:** Does going to the Mosque give Muslims a sense of belonging? **Religion:** Islam	**Theme:** Rites of Passage and good works **Key Question:** What is the best way for a Jew to show commitment to God? **Religion:** Judaism **Theme:** Hajj **Key Question:** Does completing Hajj make a person a better Muslim? **Religion:** Islam

Physical Education – Key Stage 1

	Dance	Gymnastics	Games (individual & team)	Athletics	Swimming
Yr 1	Copying simple movement patterns	• Travelling / transference of weight: on feet, feet & hands, from one part of the body to another • Body shape: curling, stretching & balancing • Supporting weight: hold body parts high & low on & off the apparatus	• Throwing & catching, (indiv/partner & group co-operation) • Competitive and collaborative games. • Indoor/outdoor • Winter/summer	Run, throw & jump: (individual skills,)	Swimming variable dependent on cohorts. Skills for end of KS2: • stroke technique • stamina & distance • water-safety • swim at least 25m *Children may swim in KS1, 2 or both dependent on cohorts.*
Yr 2	Begin to develop own movement patterns.	• Travelling/pathways/ linking movement: on feet, straight, curved on & off apparatus • Body shape / supporting body weight: curl & stretch. Points & patches • Transference of weight / partner work: rocking, rolling, mirroring	• Throwing & catching, (indiv/partner & group co-operation) • Competitive and collaborative games. • Indoor/outdoor • Winter/summer	Run, throw and jump (individual skills)	

Computing Curriculum Map – KS1

	E-Safety	Multimedia	Programming	Online	Data
Year 1	**Resource – thinkuknow.com** Make decisions about whether or not statements or images found on the internet are likely to be true. Identify different devices that can go on the internet, and separate those that do not. Identify what things count as personal information and how this can be kept private. Identify when inappropriate content is accessed and act appropriately	**Graphics** **(2Simple 2Paint)** Create an image using various tools including brushes, pens, lines, fill, spray and stamps. • Use save, retrieve, amend and print. **Text (Clicker 6, Textease, 2Simple 2Create)** Word process own short text, not copying a text. • Use the spacebar, back space, enter, shift and arrow keys. • Two hand typing • Edit text, including font style, colour.	**Bee Bots (algorithms)** Simple sequence of instructions, moving from one point to another, using BeeBot maps. • Instructions given one a time, then in sequence. **Textease Turtle** Give a sequence of instructions to complete a simple task, e.g. follow a path drawn on the page. • Intructions in sequence, write then test.	**Websites** **Use on laptops and tablets.** Use a search engine to find a topic of interest. • Explore a website by clicking on buttons, arrows, menus and hyperlinks. • Navigate 'back' by clicking on the 'back' button. • Complete a search under the supervision of adults.	**Pictograms (2Simple 2calculate)** Put data into a program to create pictogram. • Know that images give information. • Sort objects and pictur in lists or simple tables.
Year 2	How to safely save work and use of passwords to protect information (logging on). Recognise that a variety of devices connect users with other people. Consider other people's feelings on the internet. **Word processing skills:** • Basic touch typing skills practised (2Simple 2Type, Dance Mat Typing) • Basic keyboard navigation, including CAPS LOCK/SHIFT	**Unit 1: Sound recording (Audacity)** Use software to record music and sounds, e.g. reading a story with sound effects. • Save, retrieve and edit/change sounds. **Unit 2: Video** **(Flipcam, Hudl – Movie Maker)** Capture video of own performance/presentation. • Discuss which videos to keep and why, edit. • Arrange clips to make a short film that conveys meaning. • Add simple titles and credits, select text and make simple changes.	**Daisy Dino (iPad only at the moment!)** Plan a short 'story' for a sprite and write the commands for this, e.g. walk forwards, jump, turn, walk back. • Use the 'repeat' 'when' commands with sequence. • Edit/refine a sequence of commands. **Textease Turtle** Sequence of instructions to generate simple 2D shapes. • Discuss how to improve/change their sequence of commands. • Give sequence for square to debug	**Email – set up class email on Google** Reply to an email as a class, composing correctly. • Recognise an email address. • Find the @ key on a keyboard. • Find 'open' 'reply' and 'send'.	**Branching database (2Simple 2Connect)** Make a simple Y/N tree diagram t sort information. • Apply database to find answers to questions

Foundation Subjects KS2

Science– KS2

Yr 3	**Key skills to be taught throughout lower key stage 2:** questioning, enquiries, fair test, observations, accurate measurements, range of equipment, presenting data in a variety of ways, presentation to include diagrams, charts, oral and written explanations, draw simple conclusions, make predictions, make comparisons	**Animals, including Humans** • nutrition • skeletons • bones • muscles	**Plants** • parts of a plant • need to grow • water • life-cycle	**Forces & Magnets** • friction • behaviour of magnets	**Light** • vision • reflection • sun-safety • shadows	**Rocks** • fossils • soils	flowering plants, roots, stem/trunk, leaves, flowers, air, light, water, nutrients, pollination, formation, transportation, structure, function, fertiliser, patterns, skeleton, muscle, support, protection, contrast, fossils, rocks, organic matter, soil, grain, crystal, sedimentary, reflect, safety, danger, shadows, force, magnet, magnetic, attract, repel, poles, north, south
Yr 4		**Animals, including Humans** • digestive system • teeth • food chains	**Living things & their habitats** • grouping • classification • environment	**Electricity** • circuits • switches • conductors & insulators	**Sound** • vibrations • pitch • volume • distance	**States of Matter** • solids, liquids and gases • condensation & evaporation	
Yr 5	**Key skills to be taught throughout upper key stage 2:** planning enquiries, taking measurements with increased accuracy, precision and reliability, more complex recording, make predictions, report findings,	**Animals, including Humans** • human timeline • include gestation and puberty	**Living things & their habitats** • reproduction in animals and plants • life-cycles: mammal, amphibian, insect, bird	**Forces** • gravity • air resistance • water resistance • friction • levers and pulleys	**Earth & Space** • movement of planets • Sun, Earth & moon • Day and night	**Properties of materials** • uses • grouping **Changes of materials** • reversible and non-reversible • dissolving and separation	

Yr 6	make conclusions, how data is used in wider society	**Animals, including Humans** • nutrition • blood • heart • diet • drugs • lifestyle	**Living things & their habitats (include micro-organisms)** • classification • similarities and differences	**Electricity** • voltage • components • symbols • circuits	**Light** • how we see things • shadows	**Evolution and inheritance** • adaptation • changes over time • fossils • Offspring	

Over the year (Autumn, Spring & Summer) a minimum of 3 scientists to be researched and their influence on today's world.

History – Key Stage 2

Yr 3	**Key Skills to be taught throughout the year:** 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	**Stone Age → Iron Age** For example; • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture	**Early Civilizations (Ancient Egypt)** • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study	**Local History Study** ** Choice of study dependent on **previous learning (refer to topic webs and Pathways file)** and topical events (e.g. commemorations)*
Yr 4		**Roman Empire** • 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, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	**Ancient Greece** • a study of Greek life and achievements and their influence on the western world	**Local History Study** ** Choice of study dependent on **previous learning (refer to topic webs and Pathways file)** and topical events (e.g. commemorations)*
Yr 5		**Anglo-Saxons & Scots** • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now	**Non-European Society (Mayan)** • a non-European society that provides contrasts with British history	**Local History Study** ** Choice of study dependent on **previous learning (refer to topic webs and Pathways file)** and topical events (e.g. commemorations)*

	thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources	Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne		
Yr 6		**Vikings** • 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	**Themed Study (post 1066)** • the changing power of monarchs using case studies such as John, Anne and Victoria • 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, for example, the first railways or the Battle of Britain	**Local History Study** ** Choice of study dependent on **previous learning (refer to topic webs and Pathways file)** and topical events (e.g. commemorations)*

Suggested Local History Studies

Stratford-sub-Castle	**Salisbury**	**'Topical'**
• History of Stratford-sub-Castle Salisbury • Houses and homes • St Lawrence Church • Farming & Agriculture	• Salisbury Cathedral • History of Salisbury • Local transport • Salisbury in different periods of time • Studying a 'famous' person/family • Local place names/ streets	• Great War/ WWII • Olympics/ Paralympics

	• Shopping & trade • Rivers & settlement • Roads & Bridges • Local Government	

Geography – Key Stage 2

Yr 3 Yr 4 Yr 5 Yr 6	**Key Skills to be taught throughout the year groups:** points of a compass, use of maps (OS) and atlases, including symbols, fieldwork l (human & physical)	**My Country** • cities • counties • regions • countries **Salisbury** • settlement • land-use **Contrasting UK locality (in Wales, Scotland or Northern Ireland)** • physical • human **France (region)** • Compare human and physical • Trade • Similarities/differences	**Natural Resources (energy, food, minerals)** • local • national • international **Europe** • locate countries, capital cities (include Russia) • key physical features **Contrasting Regional Locality (North America or South America)** • Compare human and physical • Trade • Similarities/differences **What's in the news?** • Locate physical/ human / land features	**Weather/Climate around the world** • climate zones • vegetation zones **Hills, Mountains, Coasts & Rivers** • water-cycle • distribution of water **World 'Organisation'** • time zones (night and day) • longitude/ latitude/tropics • hemispheres • Arctic and Antarctic circles **Types of Settlements** • Land use • Trade links • Natural resources

Design Technology – Key Stage 2

Yr 3	**Each unit, include cooking, to include:** • investigate • design • make • evaluate **Each year to include:** • major sewing unit + minor cooking unit or vice versa	**Sewing (major)** • decorative item (e.g. Christmas decoration, bookmark)	**Structures** • at least 2 components (e.g. photo frame (frame + stand); box (container + lid)	**Mechanism** • levers • e.g. storybook; card; interactive poster
Yr 4		**Cooking (major)** • baking (e.g. sweet/savoury scones, biscuits or cakes)	**Control Mechanism** • single movement(e.g. moving toy with cam)	**Electrical Control Mechanisms** • using a bulb or buzzer with a switch (e.g. lighthouse, torch)
Yr 5		**Sewing (major)** • functioning item (e.g. purse, wallet, pencil case)	**Mechanism** • gears/ pulleys/ linkages (e.g. simple model of the Earth, sun & Moon)	**Structure** • opening and closing • functioning components (e.g. briefcase)
Yr 6		**Cooking (major)** • multi-step (e.g. bread, pizza)	**Electrical Control** • using a motor (e.g. vehicle with chassis and base)	**Enterprise Unit** • based on any prior unit • promote and sell item

Art – Key Stage 2

Yr 3	**Each unit to:** • record experiences, observations and use to review and revisit ideas (sketch book, mood boards etc). • use the language or art and design. • investigate an individual/ group of artists, craftsman, architect and/or designer (understand historical, cultural context). **Over 2 years (Lower KS2/ Upper KS2) children need to explore at least one of each of the above.**	PRINTING • Colour • Line • Shape • Space • Pattern Repeating patterns/images.	3D SCULPTURE (malleable modelling material e.g. clay) • Texture • Shape • Form • Space Model using natural and man-made materials.	DRAWING (pencil, charcoal, chalk, pen) • tone • shape • line • shading • form • pattern • design • sketching Make 'collections' and select representational materials. Explore viewpoints.
Yr 4		DIGITAL MEDIA • Colour • Form • Shape • Space • composition Use digital 'art' software.	PAINTING • Colour • Line • Tone • Shape • Space Use colour to express and describe. Experiment with paint effects. Refine colour mixing and matching.	COLLAGE AND MIXED MEDIA • colour • texture • tone • shape Make 'collections' and select representational materials.
Yr 5		PRINTING • Colour • Line • Shape • Space • Pattern Investigate different printing techniques. Choose appropriate tools, materials and methods. Layering prints.	3D SCULPTURE (2 processes: 'frame/skeleton' + encase) • texture • shape • form • space Express ideas using appropriate materials. Understand how materials can be manipulated.	DRAWING (pencil, charcoal, chalk, pen) • colour • texture • tone • shape • design • sketching Use media with increased control. Explore the potential of media/materials. Use line, tone & shade.
Yr 6		DIGITAL MEDIA • Colour • Form • Shape • Space Record a series of images. Refine and manipulate.	PAINTING • Colour • Line • Tone • Shape • Space Use colour to express moods, create effects etc. Show understanding of composition and perspective.	COLLAGE AND MIXED MEDIA • colour • texture • tone • shape Use media with increased control. Use techniques such as template making, joining and refining finish.

Music – Key Stage 2

Yr 3	**To be learned throughout the year groups:** **Pitched instruments – recorder lessons with Mark Walker** **Singing with expression.** **Experimenting with sounds.** **Creating own music.** **Listening with discrimination to live and recorded music.** **Finding out about great composers and musicians.**	• Read and play basic rhythmic notation (crotchet, quaver, minim) • Duration	• Sing rounds • Sing and play in small groups • Rhythm – keeping to one part	• Dynamics in singing and playing • Keeping a pulse - conducting
Yr 4		• Read and play more rhythms (add semibreve)	• Sing rounds • Sing and play in small groups • Develop playing techniques	• Dynamics in singing and playing • Keeping a pulse - conducting
Yr 5		• Read and write basic rhythmic notation • Use of ostinati	• Compose topic-based raps • Use of introduction and coda	• End of year show • Perform alone or with a friend
Yr 6		• Read and write basic rhythmic notation • Use of ostinati	• Compose topic-based raps, adding instruments • Use of introduction and coda	• End of year show • Perform alone or with a friend

RE – Key Stage 2

Yr 3	**Units to include elements from:** AT1 - Learning about religion • Beliefs, teaching and sources; • Practices and ways of life; • Expressing meaning AT2 – Learning from religion and belief • Questions of identity, diversity and belonging; • Questions of meaning purpose and truth • Questions of values and commitments	**Theme:** Divali **Key Question:** Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? **Religion:** Hinduism ***Theme:** The Amrit Ceremony and the Khalsa **Key Question:** Does joining the Khalsa make a person a better Sikh? **Religion:** Sikhism	**Theme:** Christmas **Key Question:** Has Christmas lost its true meaning? **Religion:** Christianity	**Theme:** Jesus' Miracles **Key Question:** Could Jesus really heal people? Were these miracles or is there some other explanation? **Religion:** Christianity	**Theme:** Easter - Forgiveness **Key Question:** What is 'good' about Good Friday? **Religion:** Christianity	***Theme:** Hindu Beliefs **Key Question:** How can Brahman be everywhere and in everything? **Religion:** Hinduism ***Theme:** Sharing and Community **Key Question:** Do Sikhs think it is important to share? **Religion:** Sikhism	***Theme:** Pilgrimage to the River Ganges **Key Question:** Would visiting the River Ganges feel special to a non-Hindu? **Religion:** Hinduism ***Theme:** Prayer and Worship **Key Question:** What is the best way for a Sikh to show commitment to God? **Religion:** Sikhism
Yr 4		**Theme:** Beliefs and Practices **Key Question:** How special is the relationship Jews have with God? **Religion:** Judaism	**Theme:** Christmas **Key Question:** What is the most significant part of the nativity story for Christians today? **Religion:** Christianity	**Theme:** Passover **Key Question:** How important is it for Jewish people to do what God asks them to do? **Religion:** Judaism	**Theme:** Easter **Key Question:** Is forgiveness always possible? **Religion:** Christianity	**Theme:** Rites of Passage and good works **Key Question:** What is the best way for a Jew to show commitment to God? **Religion:** Judaism	**Theme:** Prayer and Worship **Key Question:** Do people need to go to church to show they are Christians? **Religion:** Christianity
Yr 5		***Theme:** Belief into action **Key Question:** How far would a Sikh go for his/her religion? **Religion:** Sikhism ***Theme:** Prayer and Worship **Key Question:** What is the best way for a Hindu to show commitment to God? **Religion:** Hinduism	**Theme:** Christmas **Key Question:** Is the Christmas story true? **Religion:** Christianity	***Theme:** Beliefs and moral values **Key Question:** Are Sikh stories important today? **Religion:** Sikhism ***Theme:** Hindu Beliefs **Key Question:** How can Brahman be everywhere and in everything? **Religion:** Hinduism	**Theme:** Easter **Key Question:** Did God intend Jesus to be crucified? **Religion:** Christianity	***Theme:** Prayer and Worship **Key Question:** What is the best way for a Sikh to show commitment to God? **Religion:** Sikhism ***Theme:** Beliefs and moral values **Key Question:** Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? **Religion:** Hinduism	**Theme:** Beliefs and Practices **Key Question:** What is the best way for a Christian to show commitment to God? **Religion:** Christianity
Yr 6		**Theme:** Beliefs and Practices **Key Question:** What is the best way for a Muslim to show commitment to God? **Religion:** Islam	**Theme:** Christmas **Key Question:** How significant is it that Mary was Jesus' mother? **Religion:** Christianity	**Theme:** Beliefs and Meaning **Key Question:** Is anything ever eternal? **Religion:** Christianity	**Theme:** Easter **Key Question:** Is Christianity still a strong religion 2000 years after Jesus was on Earth? **Religion:** Christianity	**Theme:** Beliefs and moral values **Key Question:** Does belief in Akhirah (life after death) help Muslims lead good lives? **Religion:** Islam *NB: This enquiry is taught in 2 sections over the term*	

Modern Foreign Languages – Key Stage 2

N.B. Units taken from LCP Primary French (adapt as necessary to curriculum)

Yr 3	**Key Skills:** • Listen and respond to spoken language • Stories, songs and rhymes • Make links between spelling, sounds and meaning. • Conversations (question, opinions) • Speaking in sentences • Pronunciation and intonation • Speaking to a range of audience • Write phrases and sentences • Describe places, things and actions • Understand basic grammar	Unit 1 *Je parle français!* I can speak French • Greetings • Answering the register and saying how you are • Introducing yourself • Numbers 0–12 • Classroom Instructions • Classroom objects	Unit 2 *Je me présente* All about me • How old are you? • Where do you live? • What nationality are you? • Numbers 13–21 • Days of the week • What's the weather like? • The French alphabet	Unit 3 *En famille* My family • Introducing the family • What's the date today? • Colours • Sounds and spellings
Yr 4		Unit 4 *Les animaux* Animals • Pets • Numbers to 40 • Festivals • More sounds and spellings	Unit 5 *Mon anniversaire* My birthday • Telling the time • Hours • Morning and evening • Numbers 41–60 • Happy birthday!	Unit 6 *Le monde* The world • Names of some countries • Names and pronunciation and geographical location of towns • Where are you going? • Points of the compass • Geographical location of towns
Yr 5		Unit 7 *Moi et mon école* Me and my school • Time • School subjects • School timetable • What have we learnt?	Unit 8 *Qu'est-ce que to veux?* What would you like to do? • Drinks and snacks • Using euros • Festivals • Christmas vocab	Unit 9 *Les sports* (Sport) • Body parts • Sports • Favourite sports • Application of French in other subject areas (e.g. French warm-up game in PE)
Yr 6		Unit 10 *Les vêtements* Clothes • Clothes vocabulary • Colour • Describing clothes • Present tense of –er verbs • Reading longer passages • Comparing pounds and euros • Opinions of clothes	Unit 11 *J'habite…* I live … • Local names and places • Simple directions • Using new phrases • Making a guide booklet • Reading longer passages • Using language creatively	Unit 12 *Un pays francophone* Travelling to a French-speaking country • Travels to a francophone country • Accessing information • Understanding letters/ e-mails • Finding locations • Cultural awareness • Transition to KS3

Physical Education – Key Stage 2

	Dance	Gymnastics	Winter Games	Summer Games	Athletics	Outdoor & Adventurous	Swimming
Yr 3	Dance based on a given motif. Adapt and modify for own dance	Travelling & transferring bodyweight Body shape: Jumping, landing & rolling Body shape: stretching & curling, running, jumping & twisting	Throwing & catching, footwork, indiv/partner & group co-operation Collecting & receiving using stick or feet: pairs/ small groups, anticipation & control	Cricket/other: fielding	Run, throw & jump: individual skills, measuring/comparing	School ground orienteering	Swimming variable dependent on cohorts. • stroke technique • stamina & distance • water-safety • swim at least 25m *Children may swim in KS1, 2 or both dependent on cohorts.*
Yr 4	Devise own motif for a set piece of music	Supporting body weight: balance on small / large parts. Travelling Springing and landing: travelling on and off apparatus Receiving body weight movement on to / off apparatus	Throwing and catching: attack and defence in zone play Rolling and bouncing	Cricket / other: fielding	Run, throw and jump: Indiv. skills, measuring / comparing	School ground orienteering	
Yr 5	Investigate dance routines suitable for show. Plan, refine dance routine for show	Symmetry / Asymmetry: balance & travel with /on apparatus Symmetry / Asymmetry: balance & travel with / on apparatus. Balance Balance. Travel with a Comparing distance, height, speed partner	Throwing and catching: netball / basketball Football / hockey / rugby: tactical development & positional play	Fielding & striking: aiming, bowling, batting	Run, throw and jump: Indiv. skills, measuring / comparing Setting own personal best and making improvements	Orienteering (unfamiliar place) Bikeability Residential Trip activities	
Yr 6	Plan, refine dance routine for show	Flight: jumping, landing, rolling shapes in the air Flight: partner work, balance, travel Partner work: flight, balance, travel, mirroring and matching in sequence work	Rugby skills Hockey skills Invasion – football Net / wall games – tennis	Cricket / other	Run, throw and jump: Indiv. skills, measuring / comparing Comparing distance, height, speed Setting own personal best and making improvements	Orienteering (unfamiliar place) Bikeability Residential Trip activities	

Computing Curriculum Map – KS2

	E=Safety throughout	Multimedia	Programming	Online	Data
Year 3	**Resources – thinkuknow, Childline, childnet, Kidsmart** Question the "validity" of what they see on the internet, reliability of information (Wikipedia, edited by anyone). Use a browser address bar not just search box and shortcuts. Think before sending and suggest consequences of sending/posting. Recognise online behaviours that would be unfair. Recognise social sites and adjust privacy settings on social sites, making sure information is secure.	**Manipulating Graphics (Revelation Art / Pixlr – web)** Obtain images from the internet and cameras for a purpose, e.g. creating own book covers, posters • Crop, rotate and resize • Edit pictures using various tools **Text: eBook (BookCreator app, PowerPoint)** Create a new eBook with a front cover and add or remove pages. • Combine edited text and images within each page and embed sound clips. • Get quicker at typing using both hands. • Align text left, right and centre and use text editing tools.	**Hopscotch (Ipad app)** Building on sequences, create a drawing or movement sequence for sprite. • Use repeat to create two repeating sequences in turn. **Textease Turtle / Logo** Write a simple program in Logo to produce a line drawing, e.g. more complex 2D shape, letter from alphabet. • Use pen up/down • Debug a sequence for a line drawing	**Blogging – blogger.com** Use class email from Yr2 unit to set up Blog. Children have access to navigate to blog. • Start own blog on class email blog • Comment on other users blogs. Understand that their class/school blog can be updated from a range of devices. Via email, receive updates about their class/school blog. **Websites - internet research** Type in a URL to find a website for use in class. • Search using clear instructions based on info they need. • Find own useful websites to share and add to favourites.	**Survey Monkey** Design a questionnaire to collect information to answer a question, using suitable questions. • Sort, organise and collect information as appropriate.

Year 4	Be a good online citizen and friend, knowing what good behaviour is and not being a 'digital bystander. Find and cite the web address for any information or resource found online. Make judgments in order to stay safe, whilst communicating with others online, knowing when and how to report behaviour and who to tell, find 'report' on websites. 'click-CEOP' button and explain to parents what it is for. Identify dangers when presented with scenarios, social networking profiles, etc. and roleplay these situations. **Word processing skills:** Use of word processing software to support areas of the curriculum, familiarity with Microsoft Word. • Developing typing skills, using two hand	**Animation – Movie Maker** Plan and create an animation, taking a series of pictures to put into software. • Edit/improve animation, changing speed of slides, pictures used. **Video (Movie Maker)** Capturing video of presentation/performance for a purpose, e.g. news presenters, weather report. • Develop use of special effects and transitions between clips.	**Scratch** Introduction to Scratch programming, creating background sprite for racing car game. • Using inputs to navigate and control **Kodu *Single player - free to navigate and avoid danger*** Create a 3D digital world for a game with land, water and scenery (link to topic) • Add sprite and navigate around world with input controls. • Use conditional statements ('if…then') to create dangerous items in their world.	**Email** Using email to share information, adding attachments to an email • 'reply to all' 'forward' 'attach' • Download shared information **Video conferencing - Skype** Load and add a contact to Skype, then make or receive a video call, changing use of audio and video as needed.	**Databases (Powerpoint)** Create and search a branching database, organising information correctly. • Use hyperlinks to link slides
Year 5		**Text: eBook (Book Creator)** Produce a multimedia ebook combining video, pictures, text and audio • Attach author data for publishing and publish book. **Unit 2: Sound Recording (Audacity)** Create a multi-track recording using effects, collect audio from a variety of sources including own recordings and internet clips, e.g create own podcast/radio show with interviews, songs and news. • Edit and refine their work to improve outcomes.	**Unit 1: Scratch *The Ghostly woods*** Use external triggers and infinite loops to control sprites, use conditional statements 'if' 'when' • Create and edit variables **Unit 2: Scratch *Robot Wars*** Use variables to configure external outputs within Scratch Use external inputs to control external outputs Use conditional statements and infinite loops	**Internet research** Use advanced search functions in Google, e.g. quotations, to research topic of choice • Use strategies to check the reliability of information, e.g. cross checking with books, knowledge of reliable domains **Cloud computing** Understanding documents can be saved in a 'cloud', upload/download a file to the cloud on different devices. • Look at syncing between devices.	**Spreadsheets (Excel)** Enter data into a given spreadsheet, use totalling formula to total data collected. • Know how to check for and spot inaccurate data. • Make graphs based on data collected

Year 6	touch typing • Use of keyboard shortcuts for word processing CTRL-C: copy CTRL-V: paste CTRL-P: print CTRL-S: save CTRL-N: new F11 full screen websites	**Unit 1: Animation (Monkey Jam)** Use stop-go animation software to take photos for creating a multi-scene animations. • Include characters, scenes, camera angles and special effects. • Adjust the number of photographs taken and the playback rate to improve the quality of the animation. Publish their animation and use a movie editing package to edit/refine and add titles. **Unit 2: Video (Movie Maker)** Storyboard and capture videos for a drama performance. • use of special effects/transitions to enhance their video. • Trim, arrange and edit audio levels of video to improve the quality of their outcome. • Add titles, credits, transitions, special effects. Export their video in different formats for different purposes.	**Unit 1: Introduction to Python** Navigate Python programming environment Idle • Declare variables • Use a range of statements and selection algorithms • Use comparison and numerical operators **Unit 2: Scratch *Temple Run*** Design their own game including sprites, backgrounds, scoring and/or timers. • Use of conditional statements, loops, variables and broadcast messages. Their game finishes if the player wins or loses and the player knows if they have won or lost. Evaluate the effectiveness of their game and debug if required.	**Blogging (kidblog.org)** Register for a blog: selecting a url and navigate to their blog once it is created. • Alter the theme and appearance of their blog, adding background images etc. • Create a new post, save it as a draft and publish it. • Embed photos, hyperlinks and videos into posts. • Reorganise posts and remove posts they no longer want. Like/follow other blogs and build up their blog content over the year.	**Spreadsheets (Excel)** Create own spreadsheet and use formula appropriately. • Know how to check for and spot inaccurate data. • Make graphs based on data collected • Sort and filter information. • Understand that changing the numerical data effects a calculation.