Keevil CE Aided Primary School Curriculum Map – UKS2 Rotation 1

Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	**Maths**	**Maths**	**Maths**	**Maths**	**Maths**
English SHACKLETON'S JOURNEY By: William Grill	**English** COSMIC By Frank Cottrell Boyce	**English** THE NOWHERE EMPORIUM By: Ross Mackenzie	**English** WHY THE WHALES CAME BY: Michael Morpurgo	**English** Poetry Personification Poems LOST THINGS BY: Shaun Tan	**English** LOST THINGS BY: Shaun Tan
Science Earth and Space ***Why does the sun move across the sky each day?***		**Science** Light ***How can we see different objects?***	**Science** Evolution and Inheritance ***How did giraffes come to have such long necks?***	**Science** Living things and their habitats Inc. classification, life processes, reproduction and adaptation ***Why do some offspring look like their parents and others do not?***	
RE Understanding Christianity: CREATION 2b.2 – ***Creation and Science: conflicting or complementary?***	**RE** Understanding Christianity: INCARNATION 2b.4 – ***Was Jesus the Messiah?***	**RE** Discovery RE: ISLAM Y6 Autumn 1 – ***What is the best way for a Muslim to show commitment to God?***	**RE** Understanding Christianity: SALVATION 2b.6 – ***What did Jesus do to save human beings?***	**RE** Understanding Christianity: KINGDOM OF GOD 2b.8 – ***What kind of king is Jesus?***	**RE** Discovery RE: ISLAM Y6 Summer – ***Does belief in Akirah (life after death) help Muslims lead good lives?***
History World War 2 ***What was it like to be a child during World War 2?***					
Geography Physical Geography and Climate ***What did Shackleton experience in Antarctic?*** linked to work in English – Shackleton's Journey by William Grill		**Geography** Physical Geography ***What is happening beneath our feet?***	**Geography** Biomes ***What are the major threats to biomes?***		
Art Painting Artist Study of Peter Thorpe ***How does the work of Peter Thorpe bring space to life?*** Linked to work in Science on Earth and Space		**Art** Drawing ***How can you create tone and texture when drawing?*** Linked to work in Science		**Art** 3D - Clay ***When is a fruit not a fruit?***	
	DT Shelters ***How did Anderson shelters keep people safe during the Battle of Britain?*** Linked to work in History studying World War 2				**DT** Marionette Puppets ***How can I make my puppet move in different ways?*** Linked to end of year production
Computing E-safety ***How can I keep myself and others safe on-line?***			**Computing** Digital Literacy (Sharing Research & Documents) ***How can I use technology to improve how we find and share information?***	**Computing** Programming (code.org Course III) ***How can I use programming to solve problems?***	**Computing** Creativity/Graphics (Film Making) ***How can we become film makers?***
Music African Drumming Choir	**Music** Space Choir	**Music** Britain since 1930 Choir	**Music** Songwriter Choir	**Music** Production	**Music** Music Technology and Electronic Music Choir
French ***Qui suis-je?***	**French** ***Qu'est-ce que tu aimes manger au Café?***	**French** ***Qui est dans ta famille?***	**French** ***Qu'est ce que tu aimes faire?***	**French** ***Tu aimes les animaux?***	**French** ***Es-tu malade?***
PE Swimming Football	**PE** Swimming Netball	**PE** Gymnastics	**PE** Gymnastics	**PE** Athletics	**PE** Rounders
PSHE Communities	**PSHE** Digital Safety	**PSHE** Money	**PSHE** Family	**PSHE** Keeping Healthy	**PSHE** Growing Up (RSE)

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MATHS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y 5/6	**Number** **PV x 2** • *Numbers to 10,000* • *Numbers to 100,000* • *Numbers to a million* • *Roman numerals to 1,000* • *Compare and order numbers to 100,000* • *Compare and order numbers to one million* • *Round to nearest 10, 100 and 1,000* • *Round numbers within 100,000* • *Round numbers to one million* • *Counting in 10s, 100s, 1,000s, 10,000s and 100,000s* • *Negative numbers* • Numbers to ten million • Compare and order any number • Round any number • Negative numbers	**Fractions x 5** • *Equivalent fractions* • *Compare and order fractions less than 1* • *Compare and order fractions greater than 1* • *Improper fractions to mixed numbers* • *Mixed numbers to improper fractions* • *Number sequences* • *Add and subtract fractions* • *Add fractions within 1* • *Add 3 or more fractions* • *Add mixed numbers* • *Subtract mixed numbers* • *Subtract – breaking the whole* • Simplify fractions • Fractions on a number line • Compare and order (denominator) • Compare and order (numerator) • Add and subtract fractions • Mixed addition and subtraction	**Number** **Decimals and Percentages x 3** • *Decimals up to 2 d.p.* • *Decimals as fractions* • *Understand thousandths* • *Thousandths as decimals* • *Multiplying and dividing decimals by 10, 100 and 1,000* • *Rounding decimals* • *Order and compare decimals* • *Understand percentages* • *Percentages as fractions and decimals* • *Equivalent F.D.P.* • Three decimal places • Decimals as fractions • Multiply and divide by 10, 100 and 1,000 • Multiply and divide decimals by integers • Division to solve problems • Fractions to decimals • Fractions to percentages • Equivalent F.D.P. • Order F.D.P. • Percentage of an amount • Percentages – missing values	**Measurement** **Perimeter, area and volume x2** • *Measure perimeter* • *Calculate perimeter* • *Area of rectangles* • *Area of compound shapes* • *Area of irregular shapes* • *What is volume?* • *Compare volume* • *Estimate volume* • *Estimate capacity* • Area and perimeter • Shapes – same area • Area of a triangle • Area of a parallelogram • Volume – counting cubes • Volume of a cuboid	**Geometry** **Properties of shape x2** • *Measuring angles in degrees* • *Measuring with a protractor* • *Angles on a straight line* • *Angles around a point* • *Lengths and angles in shapes* • *Regular and irregular polygons* • *Draw lines and angles accurately* • *Reasoning about 3D shapes* • Measure with a protractor • Introduce angles • Calculate angles • Vertically opposite angles • Angles in a triangle • Angles in quadrilaterals • Angles in polygons • Drawing shapes accurately • Nets of 3D shapes	**Consolidation + Investigation**
	4 Operations x 4 • *Divide 4-digits by 1-digit* • *Divide with remainders* • *Prime numbers* • *Square numbers* • *Cube numbers* • *Round to estimate and approximate* • Short division • Division using factors • Long division • Primes • Squares and Cubes • Mental calculations and estimation • Order of operations • Reason from known facts		**Number** **Y5 – Decimals/ Y6 - Algebra x2** • *Adding and subtracting decimals within 1* • *Complements to 1* • *Adding decimals - crossing the whole* • *Adding and subtracting decimals (same d.p.)* • *Adding and subtracting decimals (different d.p.)* • *Adding and subtracting wholes and decimals* • *Decimal sequences* • Find a rule – one step • Find a rule – two steps • Forming expressions • Substitution • Formulae • Forming equations • Simple one-step equations • Solve two-step equations • Find pairs of values • Enumerate possibilities	**Number** **Y5 - Fractions/ Y6 - Ratio x 2** • *Consolidate learning about fractions from Term 2* • Using ratio language • Ration and fractions • Introducing the ratio symbol • Calculating ratio • Using scale factors • Calculating scale factors • Ratio and proportion problems	**Geometry** **Position and Direction** • *Position in the first quadrant* • *Reflection* • *Reflection with co-ordinates* • *Translation* • *Translation with co-ordinates* • The first quadrant • Four quadrants • Reflections • Translations	
			Measurements **Converting units** • *Kilograms and Kilometres* • *Milligrams and Millilitres* • *Metric units* • *Imperial units* • *Converting units of time* • Metric measures • Convert metric measures • Calculate with metric measures • Imperial measures • Miles and kilometres	**Statistics x 2** • *Read and interpret line graphs* • *Draw line graphs* • *Use line graphs to solve problems* • *Read and interpret tables* • *Two-way tables* • *Timetables* • Read and interpret line graphs • Draw line graphs • Use line graphs to solve problems • Circles • Read and interpret pie charts • Pie charts with percentages • Draw pie charts • The mean		

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ENGLISH	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing GENRES	Key Text: SHACKLETON'S JOURNEY By: William Grill Including 1 session per week free write *RECOUNTS – BIOGRAPHIES NON-CHRONOLOGCAL REPORTS*	Key Text: - COSMIC By Frank Cottrell Boyce Including 1 session per week free write NARRATIVE – SCIENCE FICTION *RECOUNTS – NEWSPAPER REPORTS*	Key Text THE NOWHERE EMPORIUM By: Ross Mackenzie Including 1 session per week free write NARRATIVE – FANTASY *EXPLANATIONS*	Key Text: WHY THE WHALES CAME BY: Michael Morpurgo Additional texts Letters from the Lighthouse NARRATIVE – HISTORICAL DISCUSSION AND PERSUASION	Key Text: LOST THINGS BY: Shaun Tan Poetry Personification Poems Including 1 session per week free write CONSOLIDATION AND REVIEW – RE-VISITING A RANGE OF DIFFERENT GENRES FROM THE YEAR POETRY	
Reading	**Fluency** • Increasing sight vocabulary, as appropriate for age and stage **Prosody** • Applying SPAG knowledge and understanding, as appropriate for age and stage • Applying comprehension skills, as appropriate for age and stage **Comprehension** • *I can explain my view giving reasons from the text.* • *I can use key words from the text when I am summarising the main ideas of paragraphs/sections.* • *I can usually identify and name different genres of writing.* • *I can take part in discussions about books and I can politely challenge the views of others.* • I can summarise the main ideas of paragraphs/sections succinctly. • I can explain and discuss information I have found in a text. • I can take part in discussions about books, and use differences of opinions to build my own views.		**Fluency** • Increasing sight vocabulary, as appropriate for age and stage **Prosody** • Applying SPAG knowledge and understanding, as appropriate for age and stage • Applying comprehension skills, as appropriate for age and stage **Comprehension** • *I can usually self-evaluate my own understanding of stories, for instance, making comparisons with other texts.* • *I can usually use key details from the text to support my views when I am predicting what I think will happen.* • *I can usually discuss the language an author has used and its effect on the reader.* • *I can discuss how the context can change the meaning of words.* • I can usually self-evaluate my own understanding of stories, for instance, making comparisons within the text. • I can usually provide a reasoned explanation from the text when I am predicting what I think will happen. • I can usually discuss figurative language an author has used and its effect on the reader.		**Fluency** • Increasing sight vocabulary, as appropriate for age and stage **Prosody** • Applying SPAG knowledge and understanding, as appropriate for age and stage • Applying comprehension skills, as appropriate for age and stage **Comprehension** • *I routinely use evidence from the text to support my views when I am inferring.* • *I can talk about key themes found in different genres of writing.* • *I can explain in detail my understanding of what I have read through presentations and debates, preparing for opposing views.* • I can usually infer when I'm reading a story, using evidence from the text to support my ideas. • I can make comparisons between texts. • I can explain and discuss my understanding of what I have read through debates.	
Additional subjects + writing options	Science Earth and Space Non Chronological Report writing, Explanation text		Science – Living things and their habitats Inc. classification, life processes, reproduction and adaptation Non Chronological Report writing, Explanation text		Science – Light Report writing, Explanation text, Information text	Science –Evolution Report writing, Explanation text, Information text
	Understanding Christianity: CREATION 2b.2 – Creation and Science: conflicting or complementary?	Understanding Christianity: INCARNATION 2b.4 – Was Jesus the Messiah?	Discovery RE: ISLAM Y6 Autumn 1 – What is the best way for a Muslim to show commitment to God?	Understanding Christianity: SALVATION 2b.6 – What did Jesus do to save human beings	Understanding Christianity: KINGDOM OF GOD 2b.8 – What kind of king is Jesus?	Discovery RE : ISLAM Y6 Summer – Does belief in Akirah (life after death) help Muslims lead good lives?

Links to subjects	**History** **WWII** Art - extension - Painting relating to science	**History** **WWII** Design Make an Anderson shelter	**Geography** **Physical environment -volcanoes and earthquakes** Art Observational Drawing extension science drawing plants History	**Geography** **Biomes** Art + DT Draw the home based on evidence and label; what does it	**Design and Technology - Marionette Puppets** PSHE	**Art - fruit shaped clay pinch pots** Geography

	Art +DT: design and create a shelter (igloo) show the children examples of the ways in which artists have responded to Antarctica. Compare this work with work by different artists. Geography: Describe the landscape, weather, people and vegetation of Antarctica.		Have your pupils' research one of the cities mentioned in the book: What century will they research? Has the city landscape changed over the years? What's the population? Are there any famous locations? What is the city culture?	tell you about the character? See setting/ description/ picture ppt. History extension Research how war would have impacted on daily life, considering things such as why were people suspicious of people who were strangers or different	There are links inks with current affairs – for example refugees; Syria. (RE/PSHE).	These are a selection of short stories. Erik arrives and is a stranger in a strange land. The children could map areas around the world where there are vast numbers of refuges.

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PAG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.	Y5 • I can write complex sentences with relative clauses starting with *who*, *which*, *where*, *when*, *whose* or *that*. • I can use commas within a sentence to ensure meaning is clear. Y6 • I can use longer noun phrases. • I can use adverbials to build cohesions within a paragraph.	Y5 • I can write complex sentences with relative clauses starting with *who*, *which*, *where*, *when*, *whose* or *that*. • I can use commas within a sentence to ensure meaning is clear. Y6 • I can use longer noun phrases. • I can use adverbials to build cohesions within a paragraph.	Y5 • I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used. • I can use commas within a sentence to ensure meaning is clear. • I can use ellipsis in an appropriate way in my writing. Y6 • I can use a passive voice appropriately in my writing. • I can use adverbials to build cohesion in a paragraph. • I can use semi-colons, colons and dashes to mark independent clauses in a sentence. • I can use hyphens to avoid confusion. • I can use longer noun phrases.	Y5 • I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used. • I can use commas within a sentence to ensure meaning is clear. • I can use ellipsis in an appropriate way in my writing. Y6 • I can use a passive voice appropriately in my writing. • I can use adverbials to build cohesion in a paragraph. • I can use semi-colons, colons and dashes to mark independent clauses in a sentence. • I can use hyphens to avoid confusion. I can use longer noun phrases.	Y5 • I can write complex sentences with relative clauses starting with who, which, where, when, whose or that. • I can use modal verbs and adverbs to show a range of possibility. • I can use ellipsis in an appropriate way in my writing. • I can use a passive voice appropriately in my writing. • I can use adverbials to build cohesion in a paragraph. • I can use semi-colons, colons and dashes to mark independent clauses in a sentence. • I can use hyphens to avoid confusion. • I can use longer noun phrases. • I can use a colon to introduce a list and semi-colons within a list. • I can use past perfect verbs to show relationships between time and cause. • I can identify and use the subjunctive mood.	Y5 • FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING • I can write complex sentences with relative clauses starting with who, which, where, when, whose or that. • I can use modal verbs and adverbs to show a range of possibility. • I can use present perfect verbs to show relationships between time and cause. • I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used. • I can use commas within a sentence to ensure meaning is clear. • I can use ellipsis in an appropriate way in my writing. • I can use modal verbs and adverbs to show a range of possibility. • I can use present perfect verbs to show relationships between time and cause. Y6 • FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING • I can use a passive voice appropriately in my writing. • I can use adverbials to build cohesion in a paragraph. • I can use semi-colons, colons and dashes to mark independent clauses in a sentence. • I can use hyphens to avoid confusion. • I can use longer noun phrases. • I can use a colon to introduce a list and semi-colons within a list. • I can use past perfect verbs to show relationships between time and cause. • I can identify and use the subjunctive mood.

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Spelling	Y5 • Unit 1 words with silent letter b • Special focus words that contain the letter string ough • Unit 2 words ending in-ible • Unit 3 Words ending able • Revision Y6 • Unit 1 suffixes • Special focus words containing the letter string – ough • Unit 2 suffixes • Special focus Homophones and other words that are often confused • Revision	Y5 • Special focus orange words • Unit 4 words with a silent letter t • Special focus orange words • Unit 5 words ending –ibly, -ably • Revision Y6 • Unit 3 suffixes • Special focus homophone and other words that are often confused • Unit 4 suffixes • Special focus orange words Revision	Y5 • Unit 6 words ending in –ent • Special focus orange words • Unit 7 words ending in –ence • Special focus orange words • Revision Y6 • Unit 5 suffixes • Special focus orange words • Unit 6 The sh sound spelt ti or ci • Special focus homophones and other words that are often confused • Revision	Y5 • Unit 8 the ee sound spelt ei • Special focus homophones and other words that are often confused • Uit 9 words ending in –ant, -ance and – ancy • Special focus orange words • Revision Y6 • Unit 7 the sh sound spelt si ot –ssi • Special focus orange words • Unit 8 silent letters • Special focus orange words • Revision	Y5 • Unit 10 words ending shus spelt –cious • Special focus orange words • Unit 11 words ending in shus spelt –tious • Special focus orange words • Unit 12 words endingin shul spelt cial or –tial Y6 • Unit 9 the spelling ei and ie • Special focus hyphens • Unit 10 words ending –iblee and –able • Special focus words common mistakes • Unit plural nouns • Plual nouns	Y 5 • Revision • Assessment Y6 • Revision • assessment

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	**Earth and Space** ***Why does the sun move across the sky each day?***		**Light** ***How can we see different objects?***	**Evolution and Inheritance** ***How did giraffes come to have such long necks?***	**Living things and their habitats** **Inc. classification, life processes, reproduction and adaptation** ***Why do some offspring look like their parents and others do not?***	
	▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system ▪ describe the movement of the Moon relative to the Earth ▪ describe the Sun, Earth and Moon as approximately spherical bodies ▪ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.		▪ recognise that light appears to travel in straight lines ▪ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ▪ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ▪ describe the life process of reproduction in some plants and animals. ▪ describe the changes as humans develop to old age. ▪ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals ▪ give reasons for classifying plants and animals based on specific characteristics.	
	NEED TO KNOW					
	• Earth is the planet we live on. It is the third planet from the Sun. • The Sun is the star at the centre of our solar system. • The Moon is the only natural satellite of the Earth. • Planets are large round objects made of rock or gas, that move around the sun. • The solar system is the Sun and all the planets that orbit around it. • A star is a huge ball of glowing gas in space. • When an object rotates it turns (spins) on its axis. • The orbit is the curved path that an object follows going around a star or a planet.		• A light source is a natural or artificial source of light. • Light travels in straight lines. • We see light from a light source when it enters our eyes. • A light ray is a line of light travelling in a straight line from its place of origin. • Reflecting is to throw back light from a surface. • For objects that are not a light source, light must be	• Evolution is the way in which plants and animals have changed over millions of years. • Offspring are a person's child/children or an animal's young. • Inherited is a trait or characteristic that is passed to offspring from parents. • Characteristics are a distinguishing trait, feature or quality.	• Living Things can be classified into broad groups according to observable characteristics that are similar or different. • Vertebrates are animals that have a backbone. They can be divided into 5 groups: fish, amphibians, reptiles, birds and mammals. • Fish are cold-blooded, have scales covering their bodies, have fins, live in water, lay eggs in water and breathe through gills. • Amphibians are cold-blooded, start as eggs in water and breathe through gills, later develop lungs and live on land and in water, lay eggs in water, have damp skin. • Reptiles are cold-blooded, breathes with lungs, has dry scaly skin, lay soft-shelled eggs on land.	

	• There are 8 planets in our solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. • Pluto is a dwarf planet at the edge of our solar system. • The Moon orbits the Earth. It takes about 28 days to complete its orbit. • The Earth orbits the Sun. It takes 365 ¼ days to complete its orbit. This is a year. • Every 4 years we have a Leap Year of 365 days. • The Earth rotates (spins) on its axis once every 24 hours. This gives us day and night depending on which part of the Earth is facing the sun or away.	reflected from the object into our eye for us to be able to see it. • A shadow is a dark area created where light from a light source is blocked by an object. The object blocking the light will be opaque or translucent. • Shadows have the same shape as the objects that cast them, because light travels in straight lines.	• Variation is a small change or difference. • Living things produce offspring of the same kind. Offspring are not normally identical to their parents and vary from each other. • Animals and plants are adapted to their environment. Their bodies are suited to the way they live. • Adaptation can lead to evolution of the environment changes. • Animals and plants with variations that are best suited to the environment survive in greater numbers to reproduce and pass their characteristics on to their young. This is natural selection. • Over time inherited characteristics become more dominant within a population. • Species are a group of closely related organisms that are very similar to each other. • Fossils are naturally preserved remains or traces of animals or plants that lived a long time ago. • By studying fossils, scientists can put together how a plant or animal looked. They can identify what it ate, where it lived and how it died.	• Birds are warm-blooded, breathe with lungs, lay eggs with hard shells, covered with feathers, have wings but not all can fly. • Mammals are warm-blooded, have fur or hairy skin, give birth to live young, feed milk to their young. • Invertebrates are animals that do not have a backbone. They can be divided into several groups including insects, spiders, snails and worms. • Plants can make their own food. They can be divided broadly into two main groups: flowering plants and non-flowering plants. • Micro-organisms are tiny living creatures. Most can only be seen through a microscope. They can be sub-divided into smaller groups including bacteria, viruses and fungi. • A life cycle shows how thing are born, how they grow and how they reproduce. • Mammal life cycle: the female gives birth to live young. The young looks like the adult. The female provides milk for the young. • Amphibian life cycle: eggs are laid in water. The young go through different forms before looking like the adult. The parents do not care for the young. • Insect life cycle: eggs are laid and then hatch. Some grow into adults but most go through metamorphosis. • Metamorphosis is a major change from one form to another during the life cycle of an animal. • Bird life cycle: eggs are laid in a nest. The young hatch from the egg and grow into the adult. The parents care for the young after hatching. • Plants reproduce both sexually and asexually. • Sexual reproduction needs both a male and female parent. • Asexual reproduction is where only one parent is needed. This occurs mostly in plants and bacteria. • In plants, sexual reproduction occurs through pollination usually involving wind or insects. • Asexual reproduction in plants involves only one parent using bulbs, tubers, runners or cuttings.
	VOCABULARY			
	Earth; Sun; Moon; planets; Mercury; Venus, Mars; Jupiter; Saturn; Uranus; Neptune; Pluto; solar system; star; rotate; orbit	Light source; straight lines; light ray; reflect; shadow; opaque; translucent	Evolution; offspring; inherited; characteristics; variation; adapted; environment; natural selection; species; fossil	Life cycle; reproduction; sexual reproduction; asexual reproduction; metamorphosis; runner; bulb; cutting; tuber; vertebrate; invertebrate; fish; amphibian; reptile; bird; mammal; plant; micro-organism; classification
Keevil Characteristics	Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning	Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning	Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning	Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning

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	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	**Understanding Christianity: CREATION 2b.2 – Creation and Science: conflicting or complementary?**	**Understanding Christianity: INCARNATION 2b.4 – Was Jesus the Messiah?**	**Discovery RE: ISLAM Y6 Autumn 1 – What is the best way for a Muslim to show commitment to God?**	**Understanding Christianity: SALVATION 2b.6 – What did Jesus do to save human beings?**	**Understanding Christianity: KINGDOM OF GOD 2b.8 – What kind of king is Jesus?**	**Discovery RE : ISLAM Y6 Summer – Does belief in Akirah (life after death) help Muslims lead good lives?**
	• Pupils know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. The can outline both points of view. They know that there are many scientists who are also Christians. • Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God. • Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account. • Pupils know that not all Christian believe the same about the relationship between Creation and science. • Pupils know and understand the significance of Psalm 8 for the Christian belief in stewardship.	• Pupils know that Jesus was Jewish. They understand that 'Christ' is the Greek word for 'anointed one', or 'Messiah'. And that the Old Testament talks about a 'rescuer' or 'anointed one' – a Messiah. That Isaiah 9 v2-7 texts talks about what this 'Messiah' would be like. • Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See Salvation). They can give their own view to answer the questions 'Was Jesus the Messiah?' supported by a reasoned argument	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.	• Pupils will know that Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of mankind. That as a result they have been 'saved' or rescued by God. • Pupils know the outline of events of the crucifixion (Passion narrative) from John 19. That is: The soldiers mock Jesus: Trial before Pilate; Jesus carries his cross; Soldiers crucify Jesus; Jesus Mary and John; Jesus dies; Jesus side is pierced; Jesus is buried in Joseph's tomb. • Pupils know about the Isaiah 53 passage and can make connections to John 19 using the idea of the suffering servant. They use terms like Messiah, Passion, Salvation and Sacrifice in theological context. • They know that Christians remember Jesus' sacrifice through the service of Holy Communion/ Lord's Supper/The Eucharist/the Mass). They are able to explain denominational difference in practice. • They know that some Christians feel called to sacrifice their own needs to the needs of others and they can give an example of this.	• Pupils know that Jesus told many parables about the Kingdom of God and they can describe at least one in detail (the feast, the tenants in the vineyard, the unforgiving servant). • Pupils know that many Christians believe that Jesus teaching suggests that there will be a future kingdom where God's reign will be complete. • Pupils know that many Christians try to extend the kingdom of God by challenging unjust social practice and by practising forgiveness. • Pupils know the Lord's Prayer and can explain how this describes the Kingdom of God	• I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. • I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. • I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. • I can give examples of times when I misinterpreted something. • I can explain two different Muslim interpretations of Jihad. • I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.
	NEED TO KNOW					
	○ Where creation fits into the BIG FRIEZE. ○ Genesis from the bible ○ It's in the old testament ○ Some people including come Christians disagree with Genesis. ○ Some people instead believe in a contemporary scientific account	○ Where incarnation fits into the BIG FRIEZE. ○ God the father. ○ God the Son is Jesus. This is God in human form. ○ God the holy spirit. This was sent when Jesus ascended into heaven for the final time. ○ This takes place in the new testament.	○ Know and understand the five pillars of Islam. ○ Prayer shows commitment in Islam. ○ Muslims holy place of worship is the mosque. ○ About the pillar Zakah ○ About the pillar Sawn ○ Know and understand what Ramadan is and how it	○ Understand the BIG FRIEZE and where Salvation fits into this. ○ Salvation is about God's relationship with humans being restored after Jesus has been killed and resurrected. ○ Explain why Jesus' death was a sacrifice.	• Understand the order of the BIG FRIEZE • Where Kingdom of God fits into the BIG FRIEZE including the new testament. • About the idea of the kingdom of God being a place we all want to strive to get to. • The kingdom of God is not a geographical location but is	• Main beliefs and values of Muslims • Who Muslims consider to be their God • Ways in which Muslims lead a good life (lives they believe will show love and respect to Allah e.g.prayer, good work, fasting in Ramadan) • Muslims believe Allah will judge them when they die by

	○ They can ask questions about Genesis. ○ People can still believe in a scientific account but still be a Christian. ○ What kind of text Genesis is. ○ The purpose of this text ○ How some Christians find science and faith compatible. ○ The discoveries of science make Christians wonder even more about the power and majesty of the Creator.	○ Jesus was Jewish. ○ Christians believe Jesus is God in the flesh. ○ They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. ○ The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah ○ Some texts talk about what this 'messiah' would be like. ○ Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. ○ Jewish people do not think Jesus is the Messiah. ○ Christians see Jesus as their Saviour. ○ To give some clear reasons why Christians see Jesus as the messiah. ○ Understand why Christians think the world needed a saviour at this point.	shows commitment for Muslims. ○ Know about the importance of the Qur'an ○ About the pillar Hajj ○ The importance of Makkah in a Muslim's life ○ Develop their own opinion from what they've learnt about how commitment is best shown by Muslims.	○ Understand the order of Jesus' last days on Earth- all the way up to Pentecost and Ascension not just Easter Monday. ○ Understand why Jesus died. ○ Be able to talk about the meaning behind it. ○ Isaiah 53 ○ John 19 ○ Understand and explain the term 'messiah' ○ Sacrifice is a way of offering forgiveness throughout the bible ○ Jesus gave his life to take on the punishment for all sin, for all people	in human hearts, minds, communities and souls. • The idea of Kingdom of God is to make earth more like heaven • The Feast: Luke 14:12–24 • The Tenants in the Vineyard: Matthew 21: 33–46. • Consider what a kingdom fit for a King like Jesus would be like • A future kingdom is believed in by Christians where God's reign is complete • Jesus compares the kingdom of God to a festival, a party, a treasure, a secret, a seed that grows, a harvest, and a wedding for people to understand the joy of being part of the kingdom. • Being a part of the kingdom is hard work but a precious gift. • Currently Christian community often fails to live up to the expectation of the Kingdom of God and therefore this is why forgiveness is offered.	weighing up the good things they have done against the not so good. • All Muslims will face a judgement day which will determine whether they go to heaven after they die. • It may also determine which tier/part of Heaven they are allowed to go to. • The word; righteous. • Zakat: paying an alms (or charity) tax to benefit the poor and the needy • Sawm: fasting during the month of Ramadan • Hajj: pilgrimage to Mecca
	VOCABULARY					
	God; creation; creator; world; universe; Christians; Genesis; The fall; bible; old testament; Adam; Eve; disobey; serpent; fruit	Holy Trinity; God; Father; Son; Jesus; Holy Spirit; Pentecost; ascension; bible; new testament; Christians; Christianity; messiah; Jewish; Judaism; old testament; saviour	muslim; Islam; commitment; five pillars of Islam; Allah; Mosque; Zakah; Sawm; Ramadan; Qur'an; fasting; Hajj; Makkah	Holy Trinity; God; Father; Son; Jesus; Holy Spirit; Pentecost; ascension; bible; new testament; Christians; Christianity; BIG FRIEZE; Salvation;	Holy Trinity; God; Father; Son; Jesus; Holy Spirit; Pentecost; ascension; bible; new testament; Christians; Christianity; Kingdom of God; Good Friday; Salvation	muslim; Islam; commitment; Akhirah; jihad; Allah; prayer; Ramadan; fasting; righteous; Zakah; Sawm; Hajj
Keevil Characteristics	Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves learning	Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves learning	Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves learning	Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves learning	Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves learning	Diligence in presentation good communication are vital during whole class discussions, this shares knowledge and improves learning

Keevil CE Aided Primary School Curriculum Map – UKS2 Rotation 1

History

Term1/2	Learning Objectives linked to Outcomes	History Outcomes Y5/Y6
An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 **World War 2** ***What was it like to be a child during World War 2?*** *(this will be revisited in term 4 as part of the reading text)*		
• Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. • Note connections, contrasts and trends over time. • Use appropriate historical terms. • Ask historically valid questions about change, cause, similarity, difference and significance. • Construct informed responses involving the thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. • **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history.**	• To develop an understanding of WW2 • I can discuss why it was initially known as the 'Phoney War • I can identify some of the key figures during the conflict • I can understand some of the major events leading up to the Battle of Britain, including the countries involved • I am familiar with the location of the countries involved in first year of WW2 by locating them on a map of 1939 Europe • I can understand more of the Luftwaffe's plans for invading Britain and the role Churchill's Few played in winning the battle of the skies. • I am more familiar with the location of the Channel, South East coast of England and some Luftwaffe targets in the UK. • I can research the work of the Home Front, including food rations. • I can understand the rationale behind the 'Dig For Victory' propaganda campaign and research the extent to which the public spaces of Britain were used for allotments. • I can design war posters in the style of the 'Dig for Victory' campaign. • I can understand the reasoning behind the slogan 'Make do and Mend' and research clothes rationing and war shortages • I can research the life of civilians at home and understand and discuss the important role civilian women played during the war. • I can understand what life was like for evacuees living in the and learn about why evacuation happened • I can research the events leading up to, and involved in, the D-Day landings. • I can invent codenames and codes and hide them in everyday items (e.g. pens, soap, toothpaste tubes). • I understand the events leading to the end of the war, the surrender of countries, the Battle of Berlin and death of Hitler • I understand the concept of a treaty and consider the Paris Peace Treaties of 1947. • I can make a peace dove as part of a class reflection. • I am familiar with the location of the surrendering countries and movements of the Allies involved in last part of WW2 by locating them on a map of 1945 Europe	1. An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 2. Place current study on time line in relation to other studies 3. Know and sequence key events of time studied 4. Use relevant dates, terms and periods labels 5. Relate current studies to previous studies 6. Make comparisons between different times in history 7. Study different aspects of life of different people – differences between men and women 8. Examine causes and results of great events and the impact on people 9. Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings 10. Compare beliefs and behaviour with another period studied 11. Write explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation 12. Know key dates, characters and events of time studied 13. Compare accounts of events from different sources. Fact or fiction 14. Offer some reasons for different versions of events 15. Link sources and work out how conclusions were arrived at 16. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion 17. Be aware that different evidence will lead to different conclusions 18. Confident use of the library etc. for research 19. Use evidence to build up a picture of life in time studied 20. Select relevant sections of information 21. Recognise primary and secondary sources 22. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out 23. Bring knowledge gathering from several sources together in a fluent account 24. Use appropriate terms, matching dates to people and events 25. Record and communicate knowledge in different forms· work independently and in groups showing initiative 26. Select aspect of study to make a display 27. Use a variety of ways to communicate knowledge and understanding including extended writing
Vocabulary air raid, air raid drill, air raid shelter, Allies, allotment, atomic bomb, Axis, Powers, blackout, Blitz, British Empire, censorship, civilians, Civil Defence, Commonwealth, concentration camp, coupons, D-Day, department store, evacuee, factories, Forces, Anne Frank,(1929-1945), gas mask, general election, gramophone, Adolf Hitler, Holocaust, host family, invaded, Jews, Liberate, military uniform, naval, naval battle, Nazi occupied, prime minister, prisoners of war, propaganda, rationing, refugee, register, Resistance, scrap metal, siren, slogan, Soviet Union, steam train, stirrup, pump, telegram, Underground, United Nations, war crime **Cross Curriculum Links** • **English** I can write a diary entry to explore the excitement felt by those in British homes and streets when the end of the war was announced • I can write an explanation text about the development of television and the types of programs shown • **Art** – creating a memory box as part of the topic I can make a peace dove as part of a class reflection. • • **ICT** I can use technology to help me research, I can design war posters • **Geography** looking at maps from the past and identifying locations **Keevil Characteristics** Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning	**NEED TO KNOW** • Identify some of the key figures during the conflict • What are the allies and axis • Understand some of the major events leading up to the Battle of Britain, including the countries involved • Can locate the countries involved in WW2 on a map. • What the Luftwaffe are, and how they played a significant part in the war. • The location of the Channel, South East coast of England and some Luftwaffe targets in the UK. • Understand the rationale behind the 'Dig For Victory' propaganda campaign. • I can understand what propaganda is and the reasoning behind it. • The important role civilian women played during the war. • What life was like for evacuees living in the and learn about why evacuation happened • The events leading up to, and involved in, the D-Day landings. • The events leading to the end of the war, the surrender of countries, the Battle of Berlin and death of Hitler • Understand the concept of a treaty and consider the Paris Peace Treaties of 1947.	

Keevil CE Aided Primary School Curriculum Map – UKS2 Rotation 1

Geography

Term3

Physical Geography

What is happening beneath our feet?

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Vocabulary
GENERAL, SKILLS AND FIELDWORK – contours
EXTENSION – Relief, Topographical
LOCATIONAL KNOWLEDGE – River Thames
EXTENSION – Other major UK Rivers – River Severn, River Avon, River Trent, River Mersey, etc
PLACE KNOWLEDGE – Water Cycle
EXTENSION –
HUMAN AND PHYSICAL GEOGRAPHY – river source, river mouth, estuary, erosion, deposition, valley, summit, tectonic plates, fault lines, lava
EXTENSION - Other River features – meanders, ox bow lake, etc, Other Mountain features – ridge, outcrop, tree line, Magma, etc

Cross Curriculum Links
English
Art - create a cross section of the earth
DT: To make an earthquake proof structure using simple materials
Science: I can make a seismograph and understand how seismic waves are recorded and measured.

Keevil Characteristics
As below

Learning Objectives linked to Outcomes

- I can identify the layers of the Earth and how volcanoes are formed.
- I can construct a cross section of the Earth
- I can study the features of tectonic plates and the features of extinct, dormant and active volcanoes.
- I can use map to locate volcanoes
- I can study the features of tectonic plates and the features of extinct, dormant and active volcanoes.
- I can discuss what happens when a volcano erupts and act out the build up to the eruption and the eruption
- I can understand some of the effects of plate tectonics
- I can learn about the effects of seismic waves.
- I can make a seismograph and understand how seismic waves are recorded and measured.
- I can gain an understanding of life in an earthquake zone.
- I can understand why and how engineers construct earthquake proof buildings

NEED TO KNOW

- I can describe how water moves around the water cycle.
- I can identify the source and mouth of the River Thames.
- I can describe how erosion and deposition change the shape of rivers.
- I can describe how contour lines join points of land that are the same height.
- I can identify some features of mountains – valley, summit.
- I can describe how mountains are made by the movement of the earth's tectonic plates at fault lines.

Geography Outcomes Y5/Y6

1. Locate the world's countries, focusing on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
2. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.
3. On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.
4. Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.
5. Describe and understand key aspects of physical geography, including: volcanoes, tornadoes, tsunamis and earthquakes.
6. Describe and understand human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
7. Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.
8. Extend to 6 figure grid references with teaching of latitude and longitude in depth.
9. Expand map skills to include non-UK countries
10. use maps, atlases, globes and digital/computer mapping to locate countries and describe features;
11. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;

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Term 4 **Biomes** ***What are the major threats to biomes?***		Learning Objectives linked to Outcomes	

• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions,
• describe and understand key aspects of:
  ○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  ○ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 	
Vocabulary
GENERAL, SKILLS AND FIELDWORK - Satellite images, Google Earth
EXTENSION – Relief, Topographical
LOCATIONAL KNOWLEDGE – Tropics of Cancer and Capricorn
EXTENSION –
PLACE KNOWLEDGE – Biome, rainforest, taiga, tundra, savanna, desert
EXTENSION - Other Biomes – eg. Temperate Deciduous/ Coniferous Forest, Prairie, etc
HUMAN AND PHYSICAL GEOGRAPHY –
EXTENSION -
 	
Cross Curriculum Links
English Use their research to inform their writing
Art I can create posters and give presentations that include persuasive arguments.
Science link to adaptation
DT To construct a model Eden Project selecting suitable materials for the content
 	
Keevil Characteristics
Children *learn* to appreciate and respect the values of other people from both their own and different communities around the world.
They develop their *communication* through demonstrating good listening and speaking skills.
Children show *team work* when allowing everyone's ideas and opinions to be acknowledged through working as part of a team.
Children develop their *resilience* through learning new geographical skills and learning about stress and hardship other communities face from natural disasters.
They develop their *problem solving* skills through investigating big questions to do with the Earth they live in.
Finally the children have the opportunity to further their *diligence* by producing work and displaying their findings to the best of their ability.
	1,2,3,4,6, 7,8,9,10,11	• I can understand the term 'biome' and identify biomes of the world.
		• I can understand features of biomes, including vegetation, wildlife and climate.
		• I can Identify indigenous peoples of the biomes
		• I can understand the term 'biome' and identify biomes of the world.
		• I can understand features of biomes, including vegetation, wildlife and climate.
		• I can identify indigenous peoples of the biomes
		
		• I can comprehend the delicate interdependent nature of ecosystems.
		• I know about global environmental problems and solutions.
		• I can create posters and give presentations that include persuasive arguments.
		• I can understand the contents of a biome and how the living things in the biome are placed together.
		• To construct a model Eden Project selecting suitable materials for the content
		
		NEED TO KNOW
		• What the world's main Biomes are: **Rainforest, Desert, Tundra, Savanna, Taiga Forest**
		• What is a biome? **A biome is a large-scale ecosystem that can cover many countries**
		• Where the worlds biomes are located on a map
		• Some features of each Biome:
		  ○ **Rainforest -** Located in a belt around the equator; hot wet climate supports a huge variety of plants and wildlife, from the tall trees that make up the canopy down to the dark forest floor where sunlight barely penetrates
		  ○ **Desert -** the driest of all the biomes receiving less than 50cms of rain each year. There are hot deserts and cold deserts
		  ○ **Tundra -** The Arctic Tundra which is located around the North-Pole and the Alpine Tundra which is located around the top of high mountains. These are the coldest places on Earth.
		  ○ **Savanna Grassland -** Grassland biomes are large areas of grasses, rather than shrubs or trees; their weather is extremely hot in summer and extremely cold in winter
		  ○ **Taiga Forest –** cold forest that lies south of the Arctic Circle in the Northern Hemisphere.	

Geography

Term 1	Learning Objectives linked to Outcomes		Geography Outcomes
Physical Geography and Climate **linked to work in English – Shackleton's Journey by William Grill** ***What did Shackleton experience in Antarctic?***			1. Locate the world's countries, focusing on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. 2. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. 3. On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. 4. Describe and understand key aspects of : a. Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. 5. Describe and understand human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 6. use maps, atlases, globes and digital/computer mapping to locate countries and describe features;
▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) ▪ describe and understand key aspects of: ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	1,2,3,4, 5,6	• *I can identify the location of Antarctic on a map* • *I can describe key aspects of physical geography and climate* • *I can describe the how climate influence daily life* • *I can identify the indigenes population*	
Vocabulary GENERAL, SKILLS AND FIELDWORK - Satellite images, Google Earth *EXTENSION – Relief, Topographical* LOCATIONAL KNOWLEDGE – Tropics of Cancer and Capricorn *EXTENSION –* PLACE KNOWLEDGE – Climate graph, Biome *EXTENSION -* HUMAN AND PHYSICAL GEOGRAPHY – Tourist, trade link *EXTENSION – Eco-tourism, Indigenous people* **Cross Curriculum Links** **English** this is emersion for English this term **Art - DT:** **Keevil Characteristics** Children *learn* to appreciate and respect the values of other people from both their own and different communities around the world. They develop their *communication* through demonstrating good listening and speaking skills. Children show *team work* when allowing everyone's ideas and opinions to be acknowledged through working as part of a team. Children develop their *resilience* through learning new geographical skills and learning about stress and hardship other communities face from natural disasters. They develop their *problem solving* skills through investigating big questions to do with the Earth they live in. Finally the children have the opportunity to further their *diligence* by producing work and displaying their findings to the best of their ability.			

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Art

Term 1 EXTENSION

Painting
Artist Study of Peter Thorpe
Linked to work in Science on Earth and Space

How does the work of Peter Thorpe bring space to life?

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history
- use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- depict movement and perspective in drawings;
- use a variety of tools and select the most appropriate
- create a colour palette, demonstrating mixing techniques;
- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;
- think critically about their art and design work;
- give detailed observations about notable artists', artisans' and designers' work;
- offer facts about notable artists', artisans' and designers' lives;

Vocabulary
line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, develop, refine, texture, shape, form, abstract, foreground, background

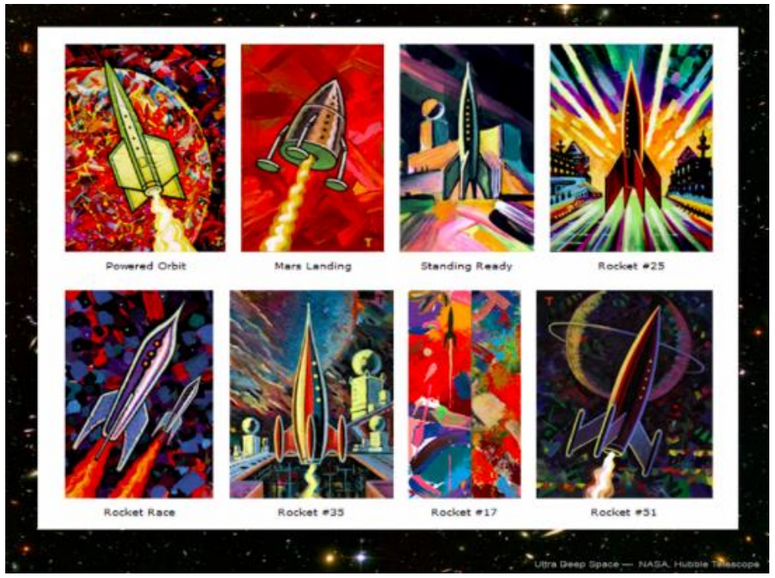
Cross curriculum Links
Science link to planets and space

Keevil Characteristics
Children start collecting more information and resources to present in sketchbooks. diligence. They continue to build their knowledge of techniques by experimenting and predicting what might happen, learning Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve, resilience and communication

Learning Objectives linked to Outcomes

- I am able to question & make thoughtful observations about starting points and select ideas to use in their work.
- I am able to record from experience and imagination.
- I can understand the roles and purposes of artists, craftspeople and designers working in different times and cultures [the wider world].
- I can discuss the work of artist Peter Thorpe
- I can paint a space themed picture in the style of famous artist Peter Thorpe, using an abstract art background and space feature in the foreground.
- I can work with a variety of materials and components with some accuracy, paying attention to quality of finish and to function.
- I can select and work with a range of equipment.

Space art by Peter Thorpe



Art Outcomes

Knowledge
1. Use research and knowledge on different artist styles to experiment in their own work
2. Learn about the work of others by looking at books, the internet and galleries.
3. Use observational skills to replicate artists work
4. Make a record about the styles and qualities in their work
5. Say who and what their work has been influenced by
6. Include technical aspects in their work
7. Can use features of researched artists in their own work

Drawing
8. Make a collection of drawings around a theme
9. Use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber
10. Draw with different media, including pencil, pastel, charcoal, pen and ink
11. Draw simple objects including texture
12. Shade to show mood and feeling
13. Organise line, tone, shape and colour to represent figures and forms in movement
14. Sketches communicate emotions and a sense of self within accuracy and imagination
15. Explain why they combined different tools to create their drawing
16. Explain why they have chosen specific drawing techniques

Painting
17. Use layers of paint to add detail to background colours
18. create mixed media work
19. Create mood and feelings in their paintings
20. Use a wide range of techniques in their work
21. Explain why they have chosen specific painting techniques
22. Use brushes in different ways

Keevil CE Aided Primary School Curriculum Map – UKS2 Rotation 1

Art

Term 3 EXTENSION

Drawing

Linked to work in Science

How can you create tone and texture when drawing?

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history
- review and revisit ideas in their sketchbooks;
- offer feedback using technical vocabulary;
- think critically about their art and design work;
- use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- depict movement and perspective in drawings;

Vocabulary
line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, develop, refine, texture, shape, form,

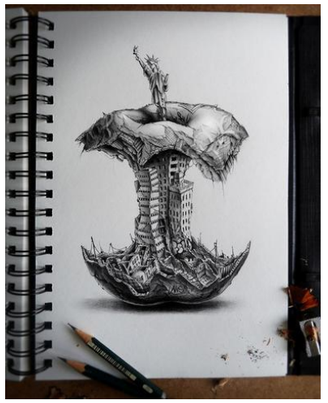
Cross curriculum Links
Science link to plant and animal

Keevil Characteristics
Children start collecting more information and resources to present in sketchbooks. diligence. They continue to build their knowledge of techniques by experimenting and predicting what might happen, learning Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve, resilience and communication

Learning Objectives linked to Outcomes

- I can experiment with tone using different pencils
- I can use tone and line to create texture
- I can experiment with charcoal
- I can compare pencil and charcoal drawings
- I can use shading to enhance my drawings
- I can consider perspective when drawing
- I can use a range of techniques when drawing

Known as PEZ on various social media websites, **Pierre-Yves Riveau** is a French artist who focuses his efforts on both content and detail to offer statement pieces with realistic rendering.



Paul Cadden is a Scottish contemporary artist who turns his artistic eye to urban scenes and everyday people doing everyday things. He is able to represent these scenes with photographic reliability, such that his style lies in his perspective, choice of subject, and treatment of that subject.

Art Outcomes

Knowledge
1. Use research and knowledge on different artist styles to experiment in their own work
2. Learn about the work of others by looking at books, the internet and galleries.
3. Use observational skills to replicate artists work
4. Make a record about the styles and qualities in their work
5. Say who and what their work has been influenced by
6. Include technical aspects in their work
7. Can use features of researched artists in their own work

Drawing
8. Make a collection of drawings around a theme
9. Use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber
10. Draw with different media, including pencil, pastel, charcoal, pen and ink
11. Draw simple objects including texture
12. Shade to show mood and feeling
13. Organise line, tone, shape and colour to represent figures and forms in movement
14. Sketches communicate emotions and a sense of self within accuracy and imagination
15. Explain why they combined different tools to create their drawing
16. Explain why they have chosen specific drawing techniques

Keevil CE Aided Primary School Curriculum Map – UKS2 Rotation 1

Art

Term 5

3D - Clay

When is a fruit not a fruit?

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history
- review and revisit ideas in their sketchbooks;
- offer feedback using technical vocabulary;
- think critically about their art and design work;
- use tools and materials to carve, add shape, add texture and pattern;
- develop cutting and joining skills, e.g. using wire, coils, slabs and slips;

Vocabulary
line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, develop, refine, texture, shape, form,

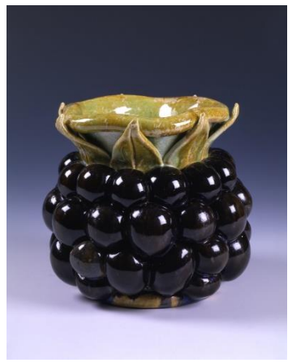
Cross curriculum Links
Science link to plant and animal

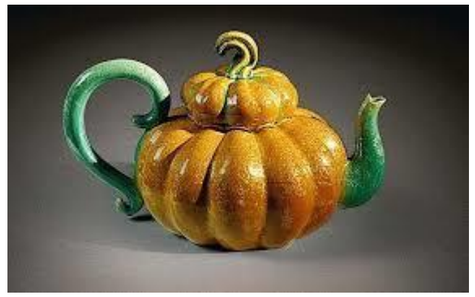
Keevil Characteristics
Children start collecting more information and resources to present in sketchbooks. diligence. They continue to build their knowledge of techniques by experimenting and predicting what might happen, learning Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve, resilience and communication

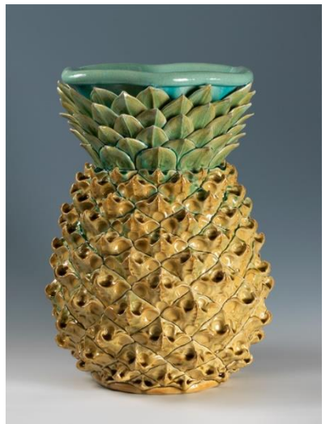
Learning Objectives linked to Outcomes

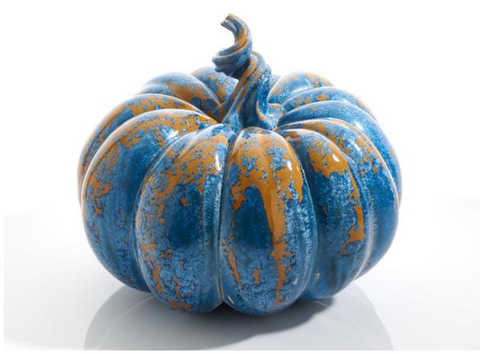
- I can identify the materials used in the production of earthenware pottery
- I can identify techniques used in producing clay forms
- I can create a simple pot using the techniques outlined
- I can decorate that form
- I can review what I and others have done, say what I think and feel about it and what might change
- I can explain why people might choose art as a career

Kate Malone designs









Art Outcomes

Knowledge

1. Use research and knowledge on different artist styles to experiment in their own work
2. Learn about the work of others by looking at books, the internet and galleries.
3. Use observational skills to replicate artists work
4. Make a record about the styles and qualities in their work
5. Say who and what their work has been influenced by
6. Include technical aspects in their work
7. Can use features of researched artists in their own work

Clay

8. Look at the work of other artists to generate ideas
9. Add colour to work using paint and PVA mixed together
10. Begin to sculpt clay into other shapes
11. Look at the work of other artists to generate ideas
12. Research, design and make to a brief

Keevil CE Aided Primary School Curriculum Map – UKS2 Rotation 1

Design and Technology

Term 2 EXTENSION

Shelters

Linked to work in History studying World War 2

How did Anderson shelters keep people safe during the Battle of Britain?

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Vocabulary

Anderson shelter, construction, joining, , corrugated, structure, construct

Cross curriculum Links

History study of World War 2 including the Battle of Britain and life on the Home Front

English write an explanation text

Keevil Characteristics

Many DT tasks will involve working as a group and sharing resources. Therefore, children will need to be good communicators and work well in a team. The children will also need to work diligently in when designing and making products as well as good problem solving skills.

Learning Objectives linked to Outcomes

- I can use my sketch book to show my design ideas
- I can investigate types of Anderson shelters
  I can evaluate different shelters
- I can relate the way things work to their intended purpose
- I can use appropriate technical vocabulary to describe materials and mechanisms
- I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes
- I can explore, develop and communicate aspects of my design proposals by modelling my ideas in a variety of ways
- I can evaluate my design ideas as these develop, indicating ways of improving them
- I can join and combine materials and components accurately in temporary and permanent ways
- I understand simple mechanisms can be used to produce types of movement.
- I can use measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques

DT Outcomes

Technical Knowledge

1. how to reinforce and strengthen a 3D framework
2. how to use learning from science to help design and make products that work
3. how to use learning from mathematics to help design and make products that work
4. that materials have both functional properties and aesthetic qualities
5. that materials can be combined and mixed to create more useful characteristics
6. the correct technical vocabulary for the projects they are undertaking

Design

7. come up with a range of ideas after collecting information
8. take a user's view into account when designing
9. produce a detailed step-by-step plan
10. share and clarify ideas through discussion
11. model their ideas using prototypes and pattern pieces
12. use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas
13. use computer-aided design to develop and communicate their ideas
14. generate innovative ideas, drawing on research
15. make design decisions, taking account of constraints such as time, resources and cost

Make

16. select tools and equipment suitable for the task
17. explain their choice of tools and equipment in relation to the skills and techniques they will be using
18. select materials and components suitable for the task
19. explain their choice of materials and components according to functional properties and aesthetic qualities
20. produce appropriate lists of tools, equipment and materials that they need
21. formulate step-by-step plans as a guide to making
22. assemble components make working models
23. use tools safely and accurately
24. construct products using permanent joining techniques
25. make modifications as they go along
26. pin, sew and stitch materials together create a product
27. achieve a quality product
28. cut and join with accuracy to ensure a good-quality finish to the product
29. demonstrate resourcefulness when tackling practical problems
30. use techniques that involve a number of steps

Evaluate

31. test and evaluate my final product
32. evaluate the design to suggest improvements, considering the materials and methods that have been used
33. evaluate the appearance and function against the original criteria
34. practise my evaluation skills by evaluating existing products against criteria set
35. explain why my finished product is going to be of good quality
36. explain how my product will appeal to the audience

Keevil CE Aided Primary School Curriculum Map – UKS2 Rotation 1

Design and Technology

Term 6 EXTENSION

Marionette Puppets

Linked to end of year production

How can I make my puppet move in different ways?

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Vocabulary

Manipulation, marionette, animation, hand controller, string puppet, paper Mache

Cross curriculum Links

Art the puppet will require painting

English write an explanation text, link to drama and performance

Keevil Characteristics

Many DT tasks will involve working as a group and sharing resources. Therefore, children will need to be good communicators and work well in a team. The children will also need to work diligently in when designing and making products as well as good problem solving skills.

Learning Objectives linked to Outcomes

- I can use my sketch book to show my design ideas
- I can investigate a range of puppet types
  I can evaluate different puppets
- I can relate the way things work to their intended purpose
- I can use appropriate technical vocabulary to describe materials and mechanisms
- I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes
- I can explore, develop and communicate aspects of my design proposals by modelling my ideas in a variety of ways
- I can evaluate my design ideas as these develop, indicating ways of improving them
- I can join and combine materials and components accurately in temporary and permanent ways
- I understand simple mechanisms can be used to produce types of movement.
- I can use measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques

DT Outcomes

Technical Knowledge

1. how mechanical systems such as cams or pulleys create movement
2. how to reinforce and strengthen a 3D framework
3. that a 3D textiles product can be made from a combination of fabric shapes
4. how to use learning from science to help design and make products that work
5. how to use learning from mathematics to help design and make products that work
6. that materials have both functional properties and aesthetic qualities
7. that materials can be combined and mixed to create more useful characteristics
8. that mechanical systems have an input, process and output
9. the correct technical vocabulary for the projects they are undertaking

Design

10. come up with a range of ideas after collecting information
11. take a user's view into account when designing
12. produce a detailed step-by-step plan
13. share and clarify ideas through discussion
14. model their ideas using prototypes and pattern pieces
15. use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas
16. use computer-aided design to develop and communicate their ideas
17. generate innovative ideas, drawing on research
18. make design decisions, taking account of constraints such as time, resources and cost

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39. explain how my product will appeal to the audience

Keevil CE Aided Primary School Curriculum Map – UKS2 Rotation 1

Computing

Terms 5	Learning Objectives linked to Outcomes	Computing Outcomes
Programming (code.org Course III) ***How can I use programming to solve problems?*** ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs **Vocabulary** Algorithm, program, programming, bug, debug. Loop, event, command, repeat, while loop, conditionals, binary, function, behaviour, sprite, variable **Cross curriculum Links** **Maths –** algorithms relate to maths, sequencing etc. **Keevil Characteristics** Good learning in this area requires resilience when learning new skills and diligence when applying the learning.	• I can order movement commands as sequential steps in a program. • I can break down a long sequence of instructions into the largest repeatable sequence. • I can define "sprite" as a character or object on the screen that can be moved and changed. • I can create new sprites and assign them costumes and behaviours. • I can predict where a program will fail. • I can modify an existing program to solve errors. Reflect on the debugging process in an age-appropriate way • I can modify an existing program to solve errors. • I can create an interactive computer program that expresses who I am with text and custom images.	1. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 2. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 3. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. 4. understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 5. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Keevil CE Aided Primary School Curriculum Map – UKS2 Rotation 1

Computing

Term 1	Learning Objectives linked to Outcomes	Computing Outcomes
E-safety ***How can I protect myself and others on-line?*** ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Vocabulary** Cyber bullying, cyberstalking, respect, netiquette, chat rooms, Instagram, Tic Toc, grooming, **Cross curriculum Links** **PSHE** Digital Safety **Keevil Characteristics** Good learning in this area requires resilience when learning new skills and diligence when applying the learning.	• I protect my password and other personal information. • I can explain the consequences of sharing too much about myself online. • I can explain the consequences of spending too much time online or on a game. • I protect my computer or device from harm on the Internet. • I can explain the consequences to myself and others of not communicating kindly and respectfully. • I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. **NEED TO KNOW** • How to protect my password and other personal information. • The age limits of varies social media platforms • Knows the consequences of sharing too much about myself online. • The risks and consequences of spending too much time online or on a game. • How to protect my computer or device from harm on the Internet. • The consequences to myself and others of not communicating kindly and respectfully when using the internet and social media. • How to support my friends to protect themselves and make good choices online, including reporting concerns to an adult. • What the term grooming means • How to report concerns I may have when online. • What cyber bullying looks like.	1. Use technology safely and respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. 2. Know how to guard against giving out personal information 3. Know what to do if they are affected by cyber bullying 4. Use digital etiquette when communicating on-line 5. Children can begin to use a range of online communication tools eg. Forums, polls and email to exchange and develop ideas with other learners and experts in a range of curriculum contexts

Computing

Term 4 EXTENSION	Learning Objectives linked to Outcomes	Computing Outcomes
Digital Literacy (Sharing Research and Documents) ***How can I use technology to improve how we find and share information?*** ▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information **Vocabulary** Google, search-engine, software, programming, document, contents page, headers, footer, designs, digital content. **Cross curriculum Links** English, History, Geography research project involves information texts and writing skills and could be focussed around topics relating to and of the foundation subjects as well as science **Keevil Characteristics** Good learning in this area requires resilience when learning new skills and diligence when applying the learning.	• I can test the credibility of information form a website • I can carry out an internet search • I can create a google document and share • I can write a research based article **NEED TO KNOW** • Can test the credibility of information from a website • Can carry out a specific internet search • Can create a google document and share it. • Can write a research based article • Understands specific parts of documents and how to implement them into their work – headers, footers etc. • Can select most appropriate form of document and give a reason.	1. Understand computer network, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunity they offer for communication and collaboration. 2. Combines a variety of software to accomplish given goals 3. Selects, uses and combines software on a range of digital devices 4. Analyses and evaluates data 5. Designs and creates systems 6. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in their evaluation of digital content. 7. Writing reports • Cover page • Contents page • Page numbers • Titles and headings • Headers and footers

Computing

Term 6	Learning Objectives linked to Outcomes	Computing Outcomes
Creativity/Graphics (Film Making) ***How can we become film makers?*** ▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information **Vocabulary** Publishing, editing, framing, script, location, dialogue, microphone, Movie Maker **Cross curriculum Links** **English –** script writing - play scripts, editing **Art** simple set and prop design **Keevil Characteristics** Good learning in this area requires resilience when learning new skills and diligence when applying the learning.	• I can use appropriate software and other tools effectively to write a film script. • I can locate and check appropriate digital content, and provide accurate crediting of sources • I can use digital recording devices to film and import into video editing software. • I can plan, conduct and import video interviews as part of a short film. • I can use video editing software to create a short film. • I can use video editing software to turn a film project into a finished movie and present it.	1. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in their evaluation of digital content. 2. Desktop publishing • Making posters • Creating graphs and charts 3. Art and Design • Natural Revelation art and Publisher to extend art concepts and enhance presentation • To use Microsoft/ paint to edit photos

Keevil CE Aided Primary School Curriculum Map – UKS2 Rotation 1

	African Drumming *Choir*	Space *Choir*	Britain since 1930 *Choir*	Songwriter *Choir*	Production	Music Technology and Electronic Music *Choir*
Music	• Develops pupil's ability to perform rhythmic patterns confidently and with a strong sense of pulse. NATIONAL CURRICULUM ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory	• Singing, performing, composing, listening and appraising. • Pupils will explore Holst's 'The Planets' focusing on ostinatos, dynamics, mood, tempo and instrumentation. • Pupils will also explore Strauss's 'Also Sprach'. • Pupils will create a musical soundscape to describe a journey into space. NATIONAL CURRICULUM ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.	• Singing, performing, composing, listening and appraising. • Pupils will explore musical styles in Britain during the 1930's and 40's including popular songs from WW2 by investigating their melodic shape. • Pupils will explore how chromatic movement can reproduce with sliding sounds of WW2 sirens and will create their own descriptive WW2 soundscape. • Pupils will explore swing/big bands and will look at how theme and variations can be used. NATIONAL CURRICULUM ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.	• Develops children's ability to compose a song with awareness of the relationship between lyrics and melody. NATIONAL CURRICULUM ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪	• Pupils will learn several songs for their summer production. • They will also explore music from popular musicals. NATIONAL CURRICULUM ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ listen with attention to detail and recall sounds with increasing aural memory ▪	• Students will first explore the features of Chrome Music Lab on the laptops. • They will compose rhythms and melodies using non standard notation and will manipulate sounds with interesting visual effects. • They will learn to use the features in Bandlab. This will allow them to create tracks and loops that they can 'perform' to the class. • Throughout the unit, pupils will listen to and discuss electronic music. NATIONAL CURRICULUM ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.
Keevil Characteristics	Children need to work together as a team to produce and perform a variety of musical works. This requires good communication skills, as well as using music as a different means through which to share, express and communicate with others. Children show resilience to keep going even when it is tricky and diligence to produce a quality performance. They learn a variety of musical skills and techniques, and problem-solve how to use these to best effect when composing and performing.					

Keevil CE Aided Primary School Curriculum Map – UKS2 Rotation 1

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
	Qui suis-je?	**Qu'est-ce que tu aimes manger au Café?**	**Qui est dans ta famille?**	**Qu'est ce que tu aimes faire?**	**Tu aimes les animaux?**	**Es-tu malade?**
Modern Foreign Language	***Be able to:*** • ***Introduce yourself*** • ***Ask and answer questions to share – name, age, where you live*** • ***Have a short conversation to introduce yourself to others*** • ***Say and use numbers 1-100*** • ***Understand and use different forms of 2nd person – tu and vous*** NATIONAL CURRICULUM • Listen attentively to spoken language and show understanding by joining in and responding • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Describe people, places, things and actions orally and in writing • Read carefully and show understanding of words, phrases and simple writing • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are familiar to English	***Be able to:*** • ***Name a range of different food and drink items*** • ***Understand masculine and feminine forms*** • ***Know different articles*** • ***Use vocabulary in a conversation to order items*** • ***Understand French currency*** • ***Use vocabulary in a dialogue to pay a bill*** NATIONAL CURRICULUM ▪ Listen attentively to spoken language and show understanding by joining in and responding ▪ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ Speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ Present ideas and information orally to a range of audiences ▪ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ Describe people, places, things and actions orally and in writing ▪ Read carefully and show understanding of words, phrases and simple writing ▪ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are familiar to English	***Be able to:*** • ***Name a range of different family members*** • ***Describe who is in your family*** • ***Understand feminine and masculine pronouns*** • ***Understand plurals*** • ***Use vocabulary in sentences and conversations about families*** NATIONAL CURRICULUM ▪ Listen attentively to spoken language and show understanding by joining in and responding ▪ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ Speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ Present ideas and information orally to a range of audiences ▪ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ Describe people, places, things and actions orally and in writing ▪ Read carefully and show understanding of words, phrases and simple writing ▪ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are familiar to English	***Be able to:*** • ***Name a range of different sports and hobbies*** • ***Use vocabulary in sentences*** • ***Express opinions*** • ***Conjugate regular verbs*** NATIONAL CURRICULUM ▪ Listen attentively to spoken language and show understanding by joining in and responding ▪ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ Speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ Present ideas and information orally to a range of audiences ▪ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ Describe people, places, things and actions orally and in writing ▪ Read carefully and show understanding of words, phrases and simple writing ▪ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are familiar to English	***Be able to:*** • ***Name a range of different animals and pets*** • ***Describe your pets*** • ***Understand masculine and feminine forms*** • ***Understand subject pronouns*** • ***Use vocabulary in sentences and conversations*** NATIONAL CURRICULUM ▪ Listen attentively to spoken language and show understanding by joining in and responding ▪ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ Speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ Present ideas and information orally to a range of audiences ▪ Read carefully and show understanding of words, phrases and simple writing ▪ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ Describe people, places, things and actions orally and in writing ▪ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are familiar to English	***Be able to:*** • ***Name a range of different parts of the body*** • ***Name a range of different illnesses*** • ***Use masculine and feminine forms*** • ***Use vocabulary in sentences that describe what is wrong or what hurts*** • ***Use vocabulary to have a simple conversation*** NATIONAL CURRICULUM ▪ Listen attentively to spoken language and show understanding by joining in and responding ▪ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ Speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ Present ideas and information orally to a range of audiences ▪ Read carefully and show understanding of words, phrases and simple writing ▪ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ Describe people, places, things and actions orally and in writing ▪ Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are familiar to English
Keevil Characteristics	Resilience and good learning skills will be required to master a new language	Resilience and good learning skills will be required to master a new language	Resilience and good learning skills will be required to master a new language	Resilience and good learning skills will be required to master a new language	Resilience and good learning skills will be required to master a new language	Resilience and good learning skills will be required to master a new language

Keevil CE Aided Primary School Curriculum Map – UKS2 Rotation 1

	Swimming Football	Swimming Netball	Gymnastics	Gymnastics	Athletics	Rounders
PE	• NATIONAL CURRICULUM ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations. • Pass • Receive • Dribble • Creating shooting opportunities • Shooting • Defending • Marking • Rules of game • Tactics • Officiating games NATIONAL CURRICULUM ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• NATIONAL CURRICULUM ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations. • Pass – chest, shoulder, bounce • Receive • Creating space • Intercepting • Defending • Marking • Shooting • Footwork • Rules of game • Tactics and positions NATIONAL CURRICULUM ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	NATIONAL CURRICULUM ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	NATIONAL CURRICULUM ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Sprinting • Race technique • Relay running • Throwing for distance - shotput • Hurdles NATIONAL CURRICULUM • use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Throwing – underarm • Throwing – overarm • Bowling • Catching • Striking • Tactics • Working as a team • Positions NATIONAL CURRICULUM ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Keevil Characteristics	Resilience, diligence and learning skills are important when either learning to swim or improving swimming skills	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities

Keevil CE Aided Primary School Curriculum Map – UKS2 Rotation 1

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
	Digital safety	**Communities**	**Money**	**Relationships - Family**	**Keeping Healthy**	**Growing Up (RSE)**
PSHE	• to recognise how images in the media do not always reflect reality and can affect how people feel about themselves • to explore and critique how the media present information • Pupils should have the opportunity to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text)	• that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) • to recognise and challenge stereotypes • to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	• about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer • to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) • that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • about enterprise and the skills that make someone 'enterprising'	• that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • to understand the value of healthy relationships • to explore the diversity of family relationships • to consider commitment within a relationship	• how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' RESILIENCE • that bacteria and viruses can affect health and that following simple routines can reduce their spread • what is meant by the term 'habit' and why habits can be hard to change • which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others	• about human reproduction • about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers. • that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment • to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so • Pupils should have the opportunity to learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation **Coram Life Education** ***(partners for delivering RSE)*** YEAR 5 The learners will be able to: ● Recognise that puberty can be exciting and scary ● Explain that some children can feel unhappy in the body they were born with ● Understand that only certain people have permission to see their privates parts ● Ask for and recognise consent YEAR 6 The learners will be able to: • Identify how the body changes that take place during puberty are linked to reproduction • Describe the process of conception, pregnancy and birth • Recognise that some information about themselves can be shared publicly with no consequences whilst other information may need to be kept private and/or discussed with a trusted adult • Reflect on a range of issues, such as gender, sexual orientation, emotional changes during puberty, relationship breakdown
Keevil Characteristics	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.
	How we develop our core values known as Keevil Characteristics is interwoven through our PSHE curriculum. Specific opportunities to do this are highlighted in green above. One way in which we teach Fundamental British Values is through our PSHE curriculum. This learning is highlighted in red.					