

KS2 Year A CURRICULUM MAP 2014/2018/2022

		Autumn – (2014 World War 1) 2018 Victorians – Industry and Railways	Spring – Mayan Civilization	Summer – Isaac Holden: Lead miner, Tea seller and Philanthropist
Reading	Word reading	NC Appendix 1 (NC p 35)		
	Comprehension	Texts include: wide range of fiction (including fairy stories and myths and legends), poetry, plays, nonfiction texts and reference books / text books and dictionaries (NC p35/36)		
Writing	Transcription	Spelling programme (NC Appendix 1)		
	Composition	Writing: narrative and non-narrative (NC p 39)		
	VGP	NC Appendix 2		
Speaking and Listening		12 Statutory statements (NC p 17)		
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
Science		Earth and Space (y5) Living things and habitats (y5) Working Scientifically – on going across the year	Forces (y5)	Rocks (y3)
Computing		Computer Science – write programs that accomplish specific goals. IT Digital Literacy	IT – use a variety of software packages, collect information, Digital Literacy	Computer Science – work with various forms of input/output IT - effective searching Presentation Digital Literacy
History		World War 1 (2014) Victorians – industry and railways	Mayan Civilization (non-European society)	Local History study: Isaac Holden
Geography		Locational knowledge – locate world countries Compass/4+8 figure grid ref/symbols and keys Geographical skills and fieldwork – on going across the year	Locational knowledge – position and significance of lines of longitude/latitude/time zones	Geographical skills and fieldwork - using maps, atlases and globes
D.T.		Textiles: WW1 silks (2014) (2018) Electric control – moon buggy on a moon scape.	Cooking and nutrition: Mexican Food!	Control: design a book with moving parts
Art and Design		Drawing and Painting - war artists 2014 (2018) Painting and printing: space related. Create sketchbooks to record observations	Artists: Arcimboldo	Printing: Fossils Drawing – observational drawings to develop sections
Music		Play and perform - rhymes/raps/action songs including 'Cave man song' – keeping pulse/beat Improvise and Compose - percussion band/ensemble – playing word rhythms using Stone-Iron Age ideas	Play and perform - notated, repeated rhythms – derived from UK cities/places: Sequence-structure- create textures (say/play) Listen and appraise - regional songs/dances - folk and national music	Play and Perform - tuned instruments: pentatonic / modal improvisation and compositions using Egyptian ideas Understand notation - Charanga notated music: soh-me (Kodaly-style) Egyptian Dawn etc.
		Music Education Hub: First Access Programme Delivery – Integration with curriculum teaching – continuation – impact (Durham Music Service)		
MFL		All About Me (QCA Unit 1) Introducing self and family Greeting people Counting 1-12	Games and Songs (QCA Unit 2) Saying what there is Giving opinions More counting (13-20)	Portraits (QCA Unit 4) Saying what you and other people have or don't have Saying what something is or is like
P.E.		Invasion Games & Swimming Games & Dance	Dance Games & Gymnastics	Striking & Fielding Games Athletics
R.E.		Why is Ramadan and the festival of Eid important to Muslims? Why do Christians call Jesus the light of the world?	What can we learn about Christian symbols and beliefs by visiting churches? What do Christians remember on Palm Sunday?	What do Hindus believe and how does this affect the way they live their lives?
		Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools		

Additional information relating to Computing

<p>Computing</p>	<p>Computer Science – Write programs that accomplish specific goals. Use iPad apps (ALEX, Lightwood - (higher levels) or websites learn.code.org/hoc/1 to learn about programs and sequencing</p> <p>IT -Create comic strip (Strip Designer app) Books (Creative Book Builder app). Rewrite stories/ character descriptions. Morfo app – as character from story. Design book covers</p> <p>Digital Literacy - Powerful passwords/storing safely. Communicating online safely and responsibly</p>	<p>IT – use a variety of software packages to complete a project on Me and My UK. Collect information, identify key elements and present findings</p> <p>Opportunity to use drawing packages, image editing, draw graphs or tables in spreadsheet, presentation software.</p> <p>Digital Literacy - product websites that encourage us to buy. Advertising. http://www.childnet-int.org/ki/primary/smartadventure/default.aspx</p> <p>Who should you tell? Reporting concerns</p>	<p>Computer Science_– work with various forms of input/output</p> <p>Turtle/probot/scratch onscreen turtle – use to draw some shape</p> <p>Turtle on screen software e.g. Textease – routes between Egyptian pictures – record program. Draw shapes in onscreen turtle/letters/ pictures e.g. a house</p> <p>IT – Effective searching when making leaflet/museum guide/catalogue of artefacts/newspaper article e.g. Tutankhamen’ tomb/a guide to mummification for beginners. Interview a tomb builder. Compose Egyptian music. Photograph artefacts. Egyptian adventure programs. Presentation on an aspect of ancient Egypt</p> <p>Digital Literacy - showing respect online Writing good emails - thank you to museum for visit</p>
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