

# GTB Curriculum Map - Lower Key Stage 2

## Writing

### Narrative

- Write stories set in places pupils have been.
- Write stories that contain mythical and legendary or historical characters or events.
- Write stories of adventure.
- Write stories of mystery and suspense.
- Write letters
- Write plays
- Write stories, letters scripts and fictional biographies inspired by reading across the curriculum.

### Non-Fiction

- Write Instructions
- Write recounts
- Write persuasively
- Write explanations
- Write non-chronological reports
- Write biographies
- Write in a journalistic style
- Write arguments
- Write formally.

### Poetry

- Learn by heart and perform a significant poem
- Write haiku
- Write cinquain
- Write poems that convey an image.

## Reading

- Read and listen to a wide range of style of text, including fairy stories, myths and legends.
- Listen to and discuss a wide range of texts.
- Learn poetry by heart.
- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- Take part in conversations about books.
- Learn a wide range of poetry by heart.
- Use the school and community libraries.
- Look at classification systems.
- Look at books with a different alphabet to English.
- Read and listen to whole books.
- Develop knowledge of an author

## Communication

- Engage in meaningful discussions in all areas of the curriculum.
- Listen to and learn a wide range of subject specific vocabulary.
- Through reading identify vocabulary that enriches and enlivens stories.
- become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama,
- Formal presentations and debate. Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.

## Computing

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts.
- Use sequence, selections and repetition in programs, work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- 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.
- Describe how the internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly; securely and safely.
- Select, use and combine a variety of software on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

## Design Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.

When designing and making, pupils should be taught to:

### 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 and communicate their ideas through discussion and annotated sketches

### Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

### Evaluate

- 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 electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Apply their understanding of computing to program, monitor and control their products.

### Cooking and Nutrition

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

## Science

### Working Scientifically

Across all year groups scientific knowledge and skills should be learned by working scientifically.

### Biology

#### Plants

- Look at the function of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.

#### Animals and humans

- Look at nutrition, transportation of water and nutrients in the body, the muscle and skeleton system of humans and animals.
- Look at the digestive system in humans.
- Look at teeth.
- Look at the human circulatory system.

#### All living things

- Identify and name plants and animals.
- Look at classification keys
- Look at the life cycle of animals and plants.
- Look at classification of plants, animals and micro-organisms.
- Look at the reproduction in plants and animals, human growth and changes.
- Look at the effect of diet and exercise and drugs.

### Chemistry

#### Rocks and soils

- Compare and group rocks and describe the formation of fossils.

#### States of matter

- Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.

#### Materials

- Examine the properties of materials using various tests.
- Look at solubility and recovering dissolved substances.
- Separate mixtures.
- Examine changes to materials that create new materials that are usually not reversible.

### Physics

#### Light

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.

#### Sound

- Look at sources, vibration, volume and pitch.

#### Electricity

- Identify common appliances that run on electricity.
- Construct simple series electrical circuit, naming basic parts.
- Explore adding different components to different circuits.
- Recognise some common conductors and insulators.

#### Forces and magnets

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials

## Mathematics

- Count and calculate in increasingly complex contexts, including those that cannot be experienced first-hand.
- Rigorously apply mathematical knowledge across the curriculum, in particular science, technology and computing.
- Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in range of engaging and purposeful contexts.
- Explore numbers and place value so as to read and understand the value of all numbers.
- Add and subtract using efficient mental and formal written methods.
- Multiply and divide using efficient mental and formal written methods.
- Use the properties of shapes and angles in increasingly complex and practical contexts, including in constructions and engineering contexts.
- Describe position, direction and movement in increasingly precise ways.
- Use and apply measures to increasingly complex contexts.
- Gather, organise and interrogate data.
- Understand the practical value of using algebra
- Develop financial awareness.

## Languages

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language.

- listen attentively to spoken language and show understanding by joining in and responding .
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- 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 accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- 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.

## Global Citizenship

To learn about our partner countries by focusing on the themes of sustainable living and Fairness and equality. The children will learn that:

- Sustainable living means people living in harmony with the environment.
- Human activity is causing more environmental damage in parts of the world than others.
- Human activity is causing habitats, species and natural resources to be lost.

In a fair world everyone would:

- Have their basic needs and rights met.
- Be free from unfair discrimination
- Be involved in decision making
- Share resource equally.

## Art and Design

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Develop and share ideas in a sketchbook and in finished products.
- Improve mastery of techniques.
- Learn about the great artists, architects and designers and history.

## Physical Education

- 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
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- To swim competently, confidently and proficiently over a distance of at least 25m

## Religious Education

- Study the beliefs, festivals and celebrations of Christianity.
- Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study three of the major six religions not studied in depth in order to gain a brief outline.
- Study other religions of interest to pupils.

## Personal Development

### Core Theme 1: Health and Wellbeing

Pupils should be taught:

- what is meant by a healthy lifestyle and how to make informed choices in order to begin to understand the concept of a 'balanced lifestyle
- what positively and negatively affects their physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change and loss and the associated feelings, including puberty and transitions
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing

### Core Theme 2: Relationships

Pupils should be taught:

- how to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships and to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.

### Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Pupils should be taught:

- about respect for self and others and the importance of responsible behaviours and

and not others.

- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet.
- Describe magnets as having two poles.

## Geography

- Locate the world's countries, using maps to focus on Europe.
- Name and locate counties and cities of the United Kingdom, geographical regions
- 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)
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied .
- use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world Geography .
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## History

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.

## Music

- 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.

## Philosophy For Children (to be introduced April 2015)

- To improve the children's critical, creative and rigorous thinking.
- To develop pupils higher order thinking skills.
- To improve children's communication skills.
- Teach children the art of reflection.

	<p>actions</p> <ul style="list-style-type: none"> <li>• about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>• to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people</li> <li>• why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>• about different groups and communities</li> <li>• to respect equality and to be a productive member of a diverse community</li> <li>• about the importance of respecting and protecting the environment</li> <li>• about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>• about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> <li>• a basic understanding of enterprise and the skills that make someone 'enterprising'.</li> </ul>	<p><b>Forest Schools</b></p> <p>Being Healthy</p> <ul style="list-style-type: none"> <li>• Forest School by its nature encourages children to enjoy the outdoors and promotes healthy and active lifestyles.</li> <li>• By encouraging parent participation parents are supported in keeping their children active and healthy.</li> </ul> <p>Staying Safe</p> <ul style="list-style-type: none"> <li>• Through learning how to risk assess, children are learning about key risks and how to deal with them.</li> <li>• They are learning how to secure a safe environment.</li> <li>• Forest school is inclusive and children with a wide range of disabilities and special needs are safely accommodated.</li> </ul> <p>Enjoy &amp; Achieve</p> <ul style="list-style-type: none"> <li>• Forest school promotes children's development and well being both physical and mental and helps them meet their goals and achieve with enjoyment.</li> <li>• Children are enabled and encouraged through small achievable challenges to achieve highly.</li> <li>• Children with learning disabilities are supported to enjoy and achieve through forest school.</li> <li>• All children can access and learn to enjoy and achieve through active recreation.</li> </ul> <p>Making a Positive Contribution</p> <ul style="list-style-type: none"> <li>• Through forest school children are supporting in developing socially and emotionally</li> <li>• Children are supported to respond to challenges and experience success.</li> <li>• Children are encouraged to take part in decision making.</li> <li>• Children with disabilities and special educational needs are supported to make a positive contribution.</li> <li>• Forest school helps to challenge anti-social behaviour by addressing a range of learning styles and acknowledging and challenging children's schema.</li> </ul> <p>Economic Security</p> <ul style="list-style-type: none"> <li>• All children should have their basic needs met; a secure home, food to eat and a right to education. If we are to secure even these very basic of needs for future generations we must consider issues of sustainability. In giving children knowledge of and love for their environment and some ideas on how to conserve and care for it. Forest school contributes to economic security for the future.</li> </ul>
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