

Curriculum Overview

KS2, 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	<i>Honesty</i>	<i>Trust</i>	<i>Respect</i>	<i>Kindness</i>	<i>All Together</i>	<i>Independence</i>
Holistic Curriculum Context for Learning	Who Am I? (Everyone Counts)	Princes and Princesses (Important People)	Under the Sea (Dreams and Goals)	Down on the Farm (Ready, Steady, Go)	Adventure (Altogether Better)	Out and About (Growing and Going)
Whole school Events	Art week	Christmas Performances	Music Week	Book Week	Diversity and Pride Week	Performing Arts Week
Inspiration Day	All About Me Day: Show and tell Portraits	Afternoon tea (Royal Invitations, and crown making)	Under the Sea Day	Farm visit in school Mask making	Pirate themed Day	Outdoor day
End of Term Celebration	Classes to create an 'All About Us' photo book for the reading area.	Video of children's role play to be shared in assembly.	KS2 shared corridor display.	Pupils to plant the seeds they have been growing indoors outside in classes.	Children to create a class page to share facts they have learnt about explorers with other classes.	KS2 assembly sharing school trips different classes have accessed during this term.
RSHE	Self-Awareness Pupils will explore how families are important for children but that they can look different. Pupils will describe the characteristics of healthy friendships and how to overcome some common problems in a friendship.	The world I live in Pupils will identify the different types of jobs that people can do. Pupils will recognise that all people deserve to be treated with respect regardless of any differences between them and said person. Pupils will identify	Managing Feelings Pupils will identify a range of practical steps they can take in a range of different contexts to improve or support respectful relationships. Pupils will use appropriate vocabulary to describe a range of emotions.	Healthy Lifestyles Pupils will identify the physical and mental benefits of an active lifestyle and the benefits of building regular exercise into a routine. Pupils will identify the importance of good quality sleep and the benefits of rationing time online.	Self-care, support and safety Pupils will recognise who to trust and who not to trust. Pupils will identify when a friendship is making them feel unhappy or uncomfortable including online. Pupils will begin understand how people behave	Changing and growing Pupils will identify key facts about how the body changes during adolescence and key facts about puberty. Pupils will describe the physical and emotional changes that may happen. Pupils will understand the

		different types of bullying and the impact of it, and how to help.		Pupils will describe a healthy diet and the characteristics of a poor diet as well as the risks associated with unhealthy eating.	differently online and how to report if something is making them uncomfortable.	importance of asking and giving permission in relationships with friends, peers and adults.
English	Recounts Instructions	Stories with familiar settings Letters Poetry	Character setting and description Information texts: labels, lists and captions	Traditional Stories Instructions Poetry	Fantasy Stories from other cultures Information texts	Stories with predictable and patterned language. Recounts Poetry
Suggested Texts	Grace and Family by Mary Hoffman Lucy's Blue Day by Christopher Duke Super Duper You by Sophy Henn Elmer by David McKee You Choose by Nick Sharratt So Much by Trish Cooke From head to Toe by Eric Carle	The kiss that missed by David Melling The Knights of the Round Table by Marcia Williams Katie Goes to London by James Mayhew Princess Smartypants by Babette Cole King Jack and the Dragon by Peter Bently 10 Little Princesses	Sharing a shell by Julia Donaldson The Strom Whale by Benji Davies Billy's Bucket by Kes Gray 10 Things to Help my World by Malanie Walsh Little Kipper's sandcastle by Inkpen Melrose and Croc Beside the Sea by Emma Chichester Clark	Rosie's Walk by Pat Hutchins The Little Red Hen The three little pigs The True Story of the 3 Little Pigs The three Billy goats gruff Off to Market by Elizabeth Dale The Old Woman and The Red Pumpkin (A Bengali Tale) by Betsy Bang	We're going on a lion hunt by David Axtell Off we go to Mexico by Laurie Krebs We all went on safari by Laurie Krebs A is for Africa Where the Wild Things Are Night pirates by Peter Harris Mugo picture book pirates by Timothy Knapman Come away from the water Shirley by Burningham Beast by Chris Judge	Out and about a first book of poems by Shirley Hughes Wild by Emily Hughes The Gruffalo by Julia Donaldson Michael recycle Handa's Hen by Eileen Browne The Train Ride by June Crebbin Lots by Marc Martin
Maths	Place Value Addition and Subtraction Length and Height Handling Data	Money Sequences and Patterns Shape Position and Direction	Place Value Multiplication and Division Time	Addition and Subtraction Shape Weight Handling Data	Multiplication and Division Fractions Time	Addition and Subtraction Position and Direction Money Capacity

Science	Humans	Everyday materials	Animals	Plants	Seasonal Changes	Everyday materials
	<p><u>Explorer Line</u> Explore and investigate the senses in the human body Know why exercise, a balanced diet and good hygiene are important for humans.</p> <p><u>Discovery Line</u> Pupils recognise distinctive features of the human body. They are able to identify where they belong.</p>	<p><u>Explorer Line</u> Describe simple physical properties of a variety of everyday materials (investigate for use for clothing items for a king or queen). Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><u>Discovery Line</u> They match objects and materials in terms of simple features or properties e.g. colour. They indicate the before and after of material changes.</p>	<p><u>Explorer Line</u> Classify things by living, dead or never lived Know how an ocean habitat provides for the basic needs of things living there (plants and animals) Match living things to their habitat Name some different sources of food for animals that live in the ocean.</p> <p><u>Discovery Line</u> Pupils recognise distinctive features of objects, for example, the features of living things in the ocean, and know where they belong, for example, eyes on a fish.</p>	<p><u>Explorer Line</u> Making simple observations. Know and explain how seeds and bulbs grow into plants Know what plants need in order to grow and stay healthy (water, light & suitable temperature) Caring for the environment</p> <p><u>Discovery Line</u> Pupils make simple observations. Children to identify fruits and vegetables. Pupils recognise key features of objects e.g. tree, flower, leaves etc</p>	<p><u>Explorer Line</u> Observe changes across the four seasons. Observe and describe weather associated with the seasons. Compare and contrast with what this looks like in other countries across the world.</p> <p><u>Discovery Line</u> They match weather types using symbols.</p>	<p><u>Explorer Line</u> Know how materials can be changed by squashing, bending, twisting and stretching. Know why a material might or might not be used for a specific job. Compare movement on different surfaces.</p> <p><u>Discovery Line</u> They match objects and materials in terms of simple properties e.g. soft or hard.</p>
	<p>Include aspects of working scientifically within each topic</p> <p>Ask questions such as:</p> <ul style="list-style-type: none"> ● Why are flowers different colours? ● Why do some animals eat meat and others do not? <p>Set up a test to see which materials keeps things warmest, know if the test has been successful and can say what has been learned.</p>					

	Explain to someone what has been learned from an investigation they have been involved with and draw conclusions from the answers to the questions asked.					
Geography/History	<p>History- changes in everyday life</p> <p><i>Explorer Line</i> Identify how everyday life has changed over time between now and the past.</p> <p><i>Discovery Line</i> Compare the differences between myself in the present and past.</p>	<p>History</p> <p><i>Explorer Line</i> To explore the life of significant individuals in the past (focus on a member of the Royal family from the past).</p> <p><i>Discovery Line</i> Pupils' know they took part in past events and they listen and respond to familiar stories about their own past (relate to role play of princes and princesses).</p>	<p>Geography</p> <p><i>Explorer Line</i> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use geographical vocabulary to describe human and physical features in relation to objects found in the ocean.</p> <p><i>Discovery Line</i> Show awareness (through gestures, signs, symbols or words) of significant differences between specific natural and human features of places, for example, showing which items belong on land and which in the ocean.</p>	<p>Geography</p> <p><i>Explorer Line</i> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features on a farm. Devise a simple map of a farm and use and construct basic symbols in a key Use simple observational skills to study a local farm.</p> <p><i>Discovery Line</i> Pupils consolidate a sense of place and direction, for example, they can follow set routes around familiar places.</p>	<p>History</p> <p><i>Explorer Line</i> To order events on a timeline. To explore how historical events have had impact on others. (Links to be made to significant explorers e.g. Neil Armstrong, Matthew Henson etc).</p> <p><i>Discovery Line</i> With some prompting or support, they answer simple questions about historical artefacts and buildings.</p>	<p>Geography</p> <p><i>Explorer Line</i> Identify the human and physical differences between an area in the UK and a contrasting non-European country. Identify Use basic vocabulary such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, city, town, village, port, harbour and shop</p> <p><i>Discovery Line</i> Answer simple questions about places and people, for example, 'Who can help us?' They start to sort and classify objects in terms of simple features or properties, for example, pebbles or rocks found on a local</p>

			Sorting land animals and ocean animals.			walk, according to colour or size
Art/ D.T.	<p>Sculpture</p> <p>Use different techniques by pressing, rolling, rubbing and stamping.</p> <p>Know how to join pieces together</p>	<p>Portraits: Drawing and painting</p> <p>Explore a range of artists.</p> <p>know how to show how people feel in paintings and drawings.</p> <p>Know how to use pencils to create lines of different thickness in drawings.</p>	<p>Painting</p> <p>Know the names of the primary and secondary colours.</p> <p>Know how to create tints with paint by adding white and know how to create tones with paint by adding black.</p>	<p>Pattern</p> <p>Know how to create a repeating pattern in print</p> <p>Use colour, pattern, texture, line, form, space and shape</p>	<p>Landscapes</p> <p>Explore a range of artists</p> <p>Describe what can be seen and give an opinion about the work of an artist.</p> <p>Ask questions about a piece of art.</p>	<p>Using Materials</p> <p>Use a range of materials creatively to design and make products.</p> <p>Know how to cut, roll and coil materials</p>
RE	<p>Christianity: The Bible</p> <p><i>Explorer Line</i></p> <p>What can we learn from sacred books?</p> <p>Recognise stories from sacred texts are special to many people.</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories</p>	<p>Christianity: Harvest</p> <p><i>Explorer Line</i></p> <p>How should we care for others/the world?</p> <p>Identify some ways Christians celebrate Harvest and how a festival is celebrated in another religion.</p> <p>Re-tell stories connected with Harvest and a festival in another religion.</p>	<p>Judaism</p> <p><i>Explorer Line</i></p> <p>Who is Jewish and what do they believe?</p> <p>Discuss how the mezuzah reminds Jewish people about God.</p> <p>Discuss Shabbat is a special day and how it might be celebrated.</p> <p>Ask some questions about believing in God and offer some ideas of their own.</p>	<p>Muslim: Hajj</p> <p><i>Explorer Line</i></p> <p>What makes some places sacred?</p> <p>Recognise that there are special places where people go to worship and talk about what people do there. Relate to the pilgrim of Hajj.</p> <p>Identify special objects and symbols found in a place of worship and identify their meaning.</p>	<p>Hinduism</p> <p><i>Explorer Line</i></p> <p>Who is a Hindu and what do they believe?</p> <p>Recognise some Hindu symbols and images used to express ideas about God.</p> <p>Talk about some simple ideas about Hindu beliefs and God.</p> <p>Retell religious stories.</p>	<p>Hinduism: Holi</p> <p><i>Explorer Line</i></p> <p>How and why do we celebrate special times and sacred times?</p> <p>Identify ways a festival is celebrated.</p> <p>Talk about issues of right and wrong</p> <p>Retell stories associated with religious festivals.</p>

	<p><i>Discovery Line</i> What is special about our world?</p> <p>Retell stories, talking about what they say about the world, God and human beings. Express ideas about how to look after animals and plants.</p>	<p><i>Discovery Line</i> Where do we belong?</p> <p>Re-tell religious stories making connections with personal experiences. Share occasions when they have felt special in their lives</p>	<p><i>Discovery Line</i> Which people are special and why?</p> <p>Talk about people who are special to them. Describe what makes their family and friends special to them. Identify the qualities of a good friend.</p>	<p><i>Discovery Line</i> Which places are special and why?</p> <p>Be aware of some places that have special meaning for them. Share somewhere that is special for them and say why. Identify some significant features of sacred places.</p>	<p><i>Discovery Line</i> Which stories are special and why?</p> <p>Talk about some religious stories. Identify some of their own feelings.</p>	<p><i>Discovery Line</i> Which times are special and why?</p> <p>Give examples of special occasions and suggest features of a good celebration. Recall simple stories connected with Christmas.</p>
P.E.	<p><i>Gym</i> Master basic movement, e.g. balance, agility and co-ordination</p> <p><i>Games</i> Boccia</p>	<p><i>Gym</i> Master basic movement, e.g. balance, agility and co-ordination</p> <p><i>Games</i> Participate in team games.</p>	<p><i>Games</i> Basket ball</p> <p><i>Dance</i> To perform dances using simple movement</p>	<p><i>Games</i> Hockey</p> <p><i>Cricket</i> To master skills in throwing, catching and hitting a ball</p>	<p><i>Games</i> Participate in team games</p> <p><i>Athletics</i> Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</p>	<p><i>Tennis</i> To master skills in bouncing, catching and co-ordination.</p> <p><i>Athletics</i> Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</p>
Computing	<p>Information Technology</p> <p><i>Explorer Line</i> Explore how to create documents about my own interests using a wide</p>	<p>Information Technology</p> <p><i>Explorer Line</i> Use technology purposefully to create fact files about famous historical figures, organise,</p>	<p>Computer Science</p> <p><i>Explorer Line</i> Understand what algorithms are. How they are implemented as programs on digital devices; and that</p>	<p>Digital literacy</p> <p><i>Explorer Line</i> Recognise the different types of content displayed on websites e.g text, images.</p>	<p>Internet Safety</p> <p><i>Explorer Line</i> Recognise that people sometimes behave differently online, including by pretending to be someone they aren't.</p>	<p>Information Technology</p> <p><i>Explorer Line</i> Recognise common uses of information technology beyond school and explore a range of different technology.</p>

	<p>range of programmes. Save and retrieve information.</p> <p><i>Discovery Line</i> To use a keyboard, mouse or touch screen to manipulate something on a screen.</p>	<p>store, manipulate and retrieve digital content.</p> <p><i>Discovery Line</i> Use symbols to discuss audio, pictures of themselves and other digital content.</p>	<p>programs execute by following precise and unambiguous instructions. Create and debug simple programs.</p> <p><i>Discovery Line</i> To operate some simple devices.</p>	<p>Use a search engine to retrieve information about farm animals.</p> <p><i>Discovery Line</i> Recognise that specific actions produce predictable results.</p>	<p>Know how to respect others online. How to recognise risks, harmful content and contact, and how to report them.</p> <p><i>Discovery Line</i> Recognise that the mouse and keyboard can be used to create e.g. make a picture.</p>	<p><i>Discovery Line</i> Take turns when sharing activities involving digital devices.</p>
Cooking	<p>Food Safety and Hygiene Know and can follow basic food safety rules Understand how bacteria in food can cause food poisoning or food to go mouldy</p>	<p>Consumer Awareness Understand that people have different views on how food is produced and that this influences the food they buy</p>	<p>Cutting and Knife Skills With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot) With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion)</p>	<p>Healthy Eating Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active</p>	<p>Recipes and Ingredients Use simple food descriptors relating to flavour, texture and appearance</p>	<p>Serving and Garnishing Begin to understand appropriate portion sizes when serving food</p>
Proposed Trips, Visits, Authentic Outcomes	Visit to the local park	Hall Place	Erith Pier Pet shop	Visit to the supermarket Visit to the farm	National Maritime Museum	Visit to the seaside Travel experience: get the local bus Minibus trip of the local area

