

Curriculum Overview

KS2, 2023-2024

	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	Good to be Me	Let's Experiment	Wonderful World of Work	Growing Up	Food, Glorious food	Magnificent Minibeasts
Whole school Events	Art Week	Remembrance Day Friendship Week Children in Need Day Christmas Jumper Day Christmas Performances	Music Week Children's Mental Health Week	Book Week	Diversity and Pride Week	Performing Arts Week
Inspiration Day	Show and tell	Science experiments	Park visit to explore pushes and pulls	Pupils to share baby photos	Growing vegetables in the vegetable plot	Minibeast visit
End of Term Celebration	Classroom displays of portraits	Christmas Production	Sharing written stories in assembly	Shared KS2 corridor display	Shared picnic	Minibeast sculptures
RSHE	<p>Self-Awareness <u>Discovery Line</u> Respond to stimuli about emotions and people who are special to them.</p> <p>Identify people who are special to them Recognise what is meant by 'family'.</p>	<p>Managing Feelings <u>Discovery Line</u> Respond to stimuli about facial expressions and feelings.</p> <p>Identify things that make them happy or sad, broadening vocabulary where appropriate.</p>	<p>The world I live in <u>Discovery Line</u> Respond with curiosity to stimuli about different jobs people we know do.</p> <p>Recognise some money (notes and coins) and will be able to show they know that it is used to buy items.</p>	<p>Self-care, support and safety <u>Discovery Line</u> Respond to a range of stimuli about communication and keeping safe.</p> <p>Identify trusted in adults in school, particularly developing how to ask for help.</p>	<p>Healthy Lifestyles <u>Discovery Line</u> Identify foods that they like or dislike, showing some awareness of what healthy means when linked to specific foods.</p> <p>Engage in personal care and hygiene routines independently.</p>	<p>Changing and growing <u>Discovery Line</u> Respond to a range of stimuli about babies and body parts.</p> <p>Begin to identify some of the differences between a baby, child and adult.</p>

RSHE	<p><u>Explorer Line</u> Recognise families sometimes look different from their family and respect those differences. Discuss overcoming common friendship issues.</p>	<p><u>Explorer Line</u> Learn about a range of practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Learn how to recognise and talk about emotions using a range of vocabulary.</p>	<p><u>Explorer Line</u> Learn about the different types of jobs that people can do.</p> <p>Learn what bullying is and how to help if they see it happening.</p>	<p><u>Explorer Line</u> Learn how to recognise who to trust and who not to trust.</p> <p>Learn how to recognise and report feelings of being unsafe or bad about any adult.</p>	<p><u>Explorer Line</u> Learn about the physical and mental benefits of an active lifestyle and the benefits of building regular exercise into a routine.</p> <p>Learn what is included in a healthy diet.</p>	<p><u>Explorer Line</u> Learn key facts about how the body changes during adolescence and key facts about puberty.</p> <p>Learn the importance of asking and giving permission in relationships with friends, peers and adults.</p>
English	<p><u>Fiction</u> Character setting and description</p> <p><u>Non-Fiction</u> Recounts Instructions</p>	<p><u>Fiction</u> Fantasy</p> <p><u>Non-Fiction</u> Letters</p> <p><u>Poetry</u> Pattern and rhyme</p>	<p><u>Fiction</u> Traditional Stories</p> <p><u>Non-Fiction</u> Information texts: labels, lists and captions</p>	<p><u>Fiction</u> Stories with familiar settings</p> <p><u>Non-Fiction</u> Non-chronological reports</p> <p><u>Poetry</u> Sense poems</p>	<p><u>Fiction</u> Character setting and description</p> <p><u>Non-Fiction</u> Instructions</p>	<p><u>Fiction</u> Stories with predictable and patterned language.</p> <p><u>Non-Fiction</u> Information texts</p> <p><u>Poetry</u> Poems on a theme</p>

Speaking and Listening	<u>Discovery Line</u> Combine two words/symbols within different situations. Answer simple questions.	<u>Discovery Line</u> Uses new words or signs during play or structured situations. Understands sentences with 2 key words.	<u>Discovery Line</u> Learns new vocabulary and applies this in communication. Respond to simple instructions.	<u>Discovery Line</u> Use a variety of nouns and verbs when communicating. Answer simple questions.	<u>Discovery Line</u> Use language to share experiences, feelings and thoughts. Engage in simple conversation with others. Follow simple rules in a group.	<u>Discovery Line</u> Retell simple past events in the correct order. Can shift attention
Speaking and Listening	<u>Explorer Line</u> Pupil is able to listen carefully to the content of a class discussion and demonstrates this through answering questions. Pupil can clearly retell a familiar story using some story language.	<u>Explorer Line</u> Pupil begins to take turns in conversation, listening to others so s/he can enter on cue. Pupil can recite an increasing number of simple rhymes and poems by heart.	<u>Explorer Line</u> Pupil listens to recordings/watches DVDs/presentations and discusses the highlights. Pupil conveys meaning to less familiar listeners in small group situations e.g. a group he/she would not normally work with and includes relevant details	<u>Explorer Line</u> Pupil is able to identify the key points and say what he/she has learnt. Pupil can take turns to speak with another person or familiar small group and answer simple questions relating to the discussion.	<u>Explorer Line</u> Pupil demonstrates an understanding of stories by starting to develop prediction skills Pupil adds relevant detail to interest the listener.	<u>Explorer Line</u> Pupil is able to maintain attention and listens to the speaker in a wider range of settings such as in the hall, in the classroom and in the outdoor area. Pupil reads aloud a familiar text with some expression. Pupil makes deliberate eye contact to get the listener's attention in a 1-1 situation

Suggested Texts	<u>Discovery Line</u> Red Rockets and Rainbow Jelly by Sue Heap You Choose by Nick Sharratt Hello Friend by Rebecca Cobb You Can by Alexandra Stick How do Dinosaurs go to School? My Mum and Dad Make me Laugh by Nick Sharratt	<u>Discovery Line</u> What's in the Witch's Kitchen by Nick Sharratt Olivia Saves the Circus by Ian Falconer Walking through the Jungle by Julie Lacombe Who Sank the Boat by Allen The Snowman by Briggs Dream Snow by Eric Carle	<u>Discovery Line</u> The Ugly Duckling The Magic Porridge Pot Billy Goats Gruff by Henriette Barkow	<u>Discovery Line</u> Once There Were Giants by Martin Waddell The Wonderful Things You'll Be by Winfield Martin A Brave Bear by Taylor Puffin Peter by Horachek The Lion Inside by Bright On the Way Home by Jill Murphy Doctor- Busy People	<u>Discovery Line</u> The Giant Jam Sandwich by John Vernon Lord Mr Wolf's Pancakes by Jan Fearnley Supertato by Sue Hendra Errols Gardeb TenSseeds by Ruth Brown Pumpkin Soup by Helen Cooper	<u>Discovery Line</u> Argh, Spider by Lydia Monks Mad about Minibeasts by Giles Andreae The Bad Tempered Ladybird by Eric Carle The Very Quiet Cricket by Eric Carle Billy's Beetle by Mick Inkpen Superworm by Julia Donaldson Snail Trail by Ruth Brown The Very Hungry Caterpillar by Eric Carle
	<u>Explorer Line</u> Super Duper You by Sophy Henn Who are You? By Halls Can I build another Me? By Yoshitaki The Lonely Beast by Chris Judge	<u>Explorer Line</u> Izzy Gizmo by Pip Jones Rosie Revere Engineer by Andrea Beaty & David Roberts Leon and the Place Between by Grahame Baker-Smith Dear Father Christmas by Alan Durrant The Nutcracker by Suzanna Davidson	<u>Explorer Line</u> Anansi Suddenly by Colin McNaughton Goldilocks and Just One Bear by Hodgkinson The Three Horrid Little Pigs by Liz Pichon Into the Forest by Anthony Brown	<u>Explorer Line</u> Between Tick and Tock' by Ashling Lindsay & Louise Greig Leaf by Sandra Diechmann Augustus and his Smile by Rayner The Emperor's Egg by Martin Jenkins Hair Raising Human Body Facts	<u>Explorer Line</u> Oliver's Vegetables/ Fruit Salad by Vivien French Pattans Pumpkin by Chittagong Soundar The Gigantic Turnip by Tolstoy The Extraordinary Gardener by Sam Boughton The Wall and the Wild by Dendy	<u>Explorer Line</u> My Pet Goldfish by Catherine Raynor The Tadpoles Promise by Jeanne Willis Yucky Worms by Vivian French Tad by Benji Davies Mad about Minibeasts by Giles Andreae Insectlopedia by Florian

Maths	Number Money Shape	Number Measure Sequences and Patterns	Number Capacity Position and direction	Number Time	Number Weight Shape	Number Time Handling Data
Science	Seasonal changes <u>Discovery Line</u> They match weather types using symbols. Use practical resources to explore what happens when the season changes to Autumn	Materials <u>Discovery Line</u> They match objects and materials in terms of simple features or properties e.g. colour/ soft or hard. They indicate the before and after of material changes. <u>Explorer Line</u> Describe simple physical properties of a variety of everyday materials	Pushes and Pulls <u>Discovery Line</u> Pupils take part in activities focused on the anticipation of and enquiry into specific environments. They respond to simple scientific questions. They begin to make generalisations, connections and predictions from regular experience.	Humans <u>Discovery Line</u> Pupils recognise distinctive features of the human body. They are able to identify where they belong. Pupils explore their senses	Plants <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	Minibeasts <u>Discovery Line</u> Pupils recognise distinctive features of animals. <u>Explorer Line</u> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.
Science	<u>Explorer Line</u> Observe changes across the four seasons.	Compare and group together a variety of everyday materials on the basis of their	<u>Explorer Line</u> Ask simple questions.	<u>Explorer Line</u> Explore and investigate the	<u>Explorer Line</u> Making simple observations.	

	<p>Observe and describe weather associated with the seasons.</p> <p>Compare and contrast with what this looks like in other countries across the world.</p>	<p>simple physical properties.</p> <p>Know how materials can be changed by squashing, bending, twisting and stretching.</p> <p>Know why a material might or might not be used for a specific job.</p>	<p>Observe closely using simple equipment.</p> <p>Identify and classify observations to answer questions.</p> <p>Gather and record data to help in answering questions.</p>	<p>senses in the human body</p> <p>Know why exercise, a balanced diet and good hygiene are important for humans.</p>	<p>Know and explain how seeds and bulbs grow into plants</p> <p>Know what plants need in order to grow and stay healthy (water, light & suitable temperature)</p> <p>Caring for the environment</p>	<p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p> <p>Identify, name, draw and label the basic parts of minibeasts.</p>
<p><u>Include aspects of working scientifically within each topic</u></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> <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.</p>						
Geography/History	<p>Geography My Local Area</p> <p><u>Explorer Line</u> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in the local area.</p> <p>Devise a simple map and construct basic symbols in a key. Use compass directions</p>	<p>History Significant Individuals: Past Explorers/ Inventors</p> <p><u>Explorer Line</u> To explore the life of significant individuals in the past. Compare life in different periods of time.</p>	<p>Geography Around the World</p> <p><u>Explorer Line</u> Identify the human and physical differences between an area in the UK and a contrasting non-European country.</p> <p>Identify Locate hot and cold areas of the world in relation to the Equator and the</p>	<p>History Changes within Living Memory (Schools- Past and Present).</p> <p><u>Explorer Line</u> Identify how everyday life has changed over time between now and the past.</p>	<p>Geography The United Kingdom</p> <p><u>Explorer Line</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven</p>	<p>History Holidays- Past and Present</p> <p><u>Explorer Line</u> To order events on a timeline.</p> <p>To explore how historical events have had impact on others.</p>

	<p>and directional language (e.g. near, left) to describe the location of features on a map.</p> <p>Use geographical vocabulary to describe human and physical features in relation to objects in the local area.</p> <p><u>Discovery Line</u> Pupils consolidate a sense of place and direction, for example, they can follow set routes around familiar places.</p>	<p><u>Discovery Line</u> Pupils know they took part in past events and they listen and respond to familiar stories about their own past.</p>	<p>North and South Poles. Compare and contrast to the UK.</p> <p><u>Discovery Line</u> Answer simple questions about places and people, for example, 'Who can help us?' Pupil starts to sort and classify objects in terms of simple features or properties, for example, pebbles or rocks found on a local walk, according to colour or size</p>	<p><u>Discovery Line</u> Compare the differences between myself in the present and past.</p>	<p>continents and five oceans.</p> <p><u>Discovery Line</u> 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. Sorting land animals and ocean animals.</p>	<p><u>Discovery Line</u> With some prompting or support, they answer simple questions about historical artefacts.</p>
Art/ D.T.	Painting	Printing	Textiles	Collage (interests)	Drawing	Sculpture
RE	<p>Christianity: The Bible</p> <p><u>Discovery Line</u> <i>What is special about our world?</i></p> <p>Retell stories, talking about what they say about the world, God and human beings.</p>	<p>Christianity: Christmas</p> <p><u>Discovery Line</u> <i>What times are special and why?</i></p> <p>Give examples of special occasions and suggest features of a good celebration.</p>	<p>Hinduism</p> <p><u>Discovery Line</u> <i>Where do we belong?</i></p> <p>Share and record occasions that have made them feel special.</p>	<p>Hinduism: Maha Shivaratri</p> <p><u>Discovery Line</u> <i>Which stories are special and why?</i></p> <p>To encounter the Christian faith through exploring stories through play, role play, freeze-</p>	<p>Judaism: Passover</p> <p><u>Discovery Line</u> <i>Which people are special and why?</i></p> <p>To explore stories about special people in other religions. To establish who is special to us.</p>	<p>Islam: Mosques</p> <p><u>Discovery Line</u> <i>Which places are special and why?</i></p> <p>To establish somewhere that is special to themselves.</p>

	<p>Express ideas about how to look after animals and plants.</p> <p><u>Explorer Line</u> <i>What can we learn from sacred books?</i></p> <p>Recognise stories from sacred texts are special to many people. Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories</p>	<p>Recall simple stories connected with Christmas.</p> <p><u>Explorer Line</u> <i>How and why do we celebrate special and sacred times?</i></p> <p>Identify ways a festival is celebrated. Talk about issues of right and wrong Retell stories associated with religious festivals.</p>	<p>Re-tell religious stories making connections with personal experiences.</p> <p><u>Explorer Line</u> What does it mean to belong to a faith community?</p> <p>Explore the idea that different people belong to different religions, and that some people are not part of religious communities.</p> <p>Find out how people can show they belong with another person.</p>	<p>framing, model-making, puppets and shadow puppets, art, dance, music etc.</p> <p><u>Explorer Line</u> How should we care for others in the world?</p> <p>Talk about the benefits and responsibilities of friendship and the ways in which people care for others.</p> <p>Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer</p>	<p><u>Explorer Line</u> Who is Jewish and what do they believe?</p> <p>Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful.</p> <p>Consider the importance and value of celebration and remembrance in children's own lives; learn about Passover.</p>	<p>To be aware that some religious people have places which have special meaning for them.</p> <p><u>Explorer Line</u> 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.</p> <p>Relate to the pilgrim of Hajj. Identify special objects and symbols found in a place of worship and identify their meaning.</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,</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,</p>

					throwing, catching, balance, agility and co-ordination	throwing, catching, balance, agility and co-ordination
Computing	<p>Computer Science</p> <p><u>Explorer Line</u> Understand what algorithms are. How they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs.</p> <p><u>Discovery Line</u> To operate some simple devices.</p>	<p>Digital Literacy</p> <p><u>Explorer Line</u> Recognise the different types of content displayed on websites, for example text, images. Use a search engine to retrieve information.</p> <p><u>Discovery Line</u> Recognise that specific actions produce predictable results.</p>	<p>Information Technology</p> <p><u>Explorer Line</u> Recognise common uses of information technology beyond school and explore a range of different technology.</p> <p><u>Discovery Line</u> Take turns when sharing activities involving digital devices.</p>	<p>Information Technology</p> <p><u>Explorer Line</u> Explore how to create documents about my own interests using a wide range of programmes. Save and retrieve information.</p> <p><u>Discovery Line</u> To use a keyboard, mouse or touch screen to manipulate something on a screen.</p>	<p>Internet Safety</p> <p><u>Explorer Line</u> Recognise that people sometimes behave differently online, including by pretending to be someone they aren't. Know how to respect others online. How to recognise risks, harmful content and contact, and how to report them.</p> <p><u>Discovery Line</u> Recognise that the mouse and keyboard can be used to create e.g. make a picture.</p>	<p>Information Technology</p> <p><u>Explorer Line</u> Use technology purposefully to create fact files, organise, store, manipulate and retrieve digital content.</p> <p><u>Discovery Line</u> Use symbols to discuss audio, pictures of themselves and other digital content.</p>
Food Technology	Healthy salad and wraps	Mug meals	Get your 5-a-day	Rolls, sandwiches and wraps	Sweet treats	Summer goodness
Proposed Trips, Visits, Authentic Outcomes	Our local area	Europa	Danson Park to explore pushes and pulls.	Science Museum	Allotments	Zoolabs