

Keevil CE Aided Primary School Curriculum Map – UPPER KEY STAGE 2 Year 2

UPPER KEY STAGE 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	<p><b>Forces and Friction</b></p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	<p><b>Humans</b></p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>		
	Keevil Characteristics	<p>Diligence in presentation</p> <p>Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning</p>	<p>Diligence in presentation</p> <p>Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning</p>	<p>Diligence in presentation</p> <p>Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning</p>	<p>Diligence in presentation</p> <p>Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning</p>	



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History	<p><b>?</b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>				<p><b>A Non-European Society (eg. Baghdad c. AD 900 or Mayan Civilization c. AD 900 or Benin c. AD 900-1300) – MAYANS/MYTHS AND LEGENDS</b></p> <ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	
Keevil Characteristics	<p>Diligence in presentation</p> <p>Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning</p>				<p>Diligence in presentation</p> <p>Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning</p>	
Geography			<p><b>Study of a region in North or South America</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</li> </ul>			
Keevil Characteristics			<p>Diligence in presentation</p> <p>Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning</p>			
Art and Design	<p><b>Artist Study - Henri Rousseau</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>		<p><b>Observational Drawing</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>	<p><b>People in Action</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>		
Keevil Characteristics	<p>To develop an appreciation of arts requires resilience, and diligence to learn new ideas.</p>		<p>To develop sketching skills requires resilience, and diligence to learn new ideas.</p>	<p>To develop sketching skills requires resilience, and diligence to learn new ideas.</p>		

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UPPER KEY STAGE 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Design Technology</b></p>		<p><b>Food technology</b></p> <p><b>Biscuits – including packaging</b></p> <ul style="list-style-type: none"> <li>▪ understand and apply the principles of a healthy and varied diet</li> <li>▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><i>Design</i></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><i>Make</i></p> <ul style="list-style-type: none"> <li>▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>▪ select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><i>Evaluate</i></p> <ul style="list-style-type: none"> <li>▪ investigate and analyse a range of existing products</li> <li>▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>▪ understand how key events and individuals in design and technology have helped shape the world</li> </ul>			<p><b>Moving vehicles</b></p> <p><i>Design</i></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><i>Make</i></p> <ul style="list-style-type: none"> <li>▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>▪ select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities</li> </ul> <p><i>Evaluate</i></p> <ul style="list-style-type: none"> <li>▪ investigate and analyse a range of existing products</li> <li>▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>▪ understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><i>Technical knowledge</i></p> <ul style="list-style-type: none"> <li>▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>	
	<p><b>Keevil Characteristics</b></p>		<p>Diligence in presentation</p> <p>Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Problem solving will be a key skill whilst designing and trialling ideas</p>			<p>Diligence in presentation</p> <p>Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Problem solving will be a key skill whilst designing and trialling ideas</p>

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UPPER KEY STAGE 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Computing</b>	<b>E safety + General ICT Skills</b> <ul style="list-style-type: none"> <li>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</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>				<b>Programming – Scratch</b> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	
<b>Keevil Characteristics</b>	Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Good problem solving skills and resilience are important skills when developing an understanding of ICT				Diligence in presentation  Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning. Good problem solving skills and resilience are important skills when developing an understanding of ICT	
<b>Music</b>						
<b>Keevil Characteristics</b>						

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<p><b>Modern Foreign Language</b></p>	<p><b>Numbers</b></p> <p>Follow key patterns in the French number system, use these patterns to work out unknown numbers, use numbers in context of money, understand and give prices in Euros, talk about yourself and the hobbies you like, work out visual clues to understand new phrases.</p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Present ideas and information orally to a range of audiences</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>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</li> </ul>	<p><b>School Life</b></p> <p>Using prior understanding of the topic, be able to say and understand more complicated paragraphs; talk about your day</p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Present ideas and information orally to a range of audiences</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>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</li> </ul>	<p><b>Places in Town</b></p> <p>Be able to talk about where you live (town, country and nationality, type of house); use a variety of vocab about places in a town; be able to understand sentences about a town; to give and understand information about a town.</p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Present ideas and information orally to a range of audiences</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>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</li> </ul>	<p><b>Free Time</b></p> <p>Be able to talk about your hobbies and what you do in your free time (including when); talk about which activities you like and dislike; be able to communicate about hobbies/likes and dislikes with a partner, asking and answering simple questions.</p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Present ideas and information orally to a range of audiences</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>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</li> </ul>	<p><b>Geography</b></p> <p>Recognise countries in the world; know and say which language is spoken there and what the capital is; describe the weather in that place; describe some geographical aspects of that country; compare 2 countries.</p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Present ideas and information orally to a range of audiences</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>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</li> </ul>	<p><b>Family and Future</b></p> <p>Be able to ask and answer questions about yourself and family; be able to say statements about themselves and family using 1<sup>st</sup> and 3<sup>rd</sup> person; talk about what they do well and plans for the following week (Immediate future); extract information from spoken and written passages containing unknown words and phrases; write a paragraph about themselves and family.</p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Present ideas and information orally to a range of audiences</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>Describe people, places, things and actions orally and in writing</li> <li>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</li> </ul>
	<p><b>Keevil Characteristics</b></p>	<p>Resilience and good learning skills will be required to master a new language</p>	<p>Resilience and good learning skills will be required to master a new language</p>	<p>Resilience and good learning skills will be required to master a new language</p>	<p>Resilience and good learning skills will be required to master a new language</p>	<p>Resilience and good learning skills will be required to master a new language</p>



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Additional Activities						
Keevil Characteristics						