



## St White's Primary School Curriculum Overview Key Stage 2 2017-18

Year	Autumn	Spring	Summer
<b>Lower Key Stage 2</b>	<b>World's Kitchen (History)</b>	<b>China (Geography)</b>	<b>Transport (History/Geography)</b>
<b>Year 3/4</b>	<b>CORE SUBJECTS</b>	<b>CORE SUBJECTS</b>	<b>CORE SUBJECTS</b>
	<b>English</b>	<b>English</b>	<b>English</b>
	Narrative, linked to other areas of the curriculum. Non Chronological reports Poetry – food from around the world Instructions - recipes	Myths and Legends Travel Brochures Newspaper reports Poetry	Narrative Non Chronological reports Play scripts Poetry
	<b>Maths</b>	<b>Maths</b>	<b>Maths</b>
	<b>Year 3</b> <b>Place Value</b> Count from 0 in multiples of 4, 8, 50 and 100. Find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order nos up to 1000. Read and write nos up to 1000 in numerals and in words. Identify, represent and estimate numbers using different representations. Solve number problems and practical problems involving these ideas.. <b>Add and Subtract</b> Add and subtract numbers mentally, including: a 3-digit no and 1s, 10s, 100s. Add and sub numbers with up to 3 digits, using formal written methods of columnar add and sub. Estimate the answer to a calculation and use inverse operations to check answers. Solve probs, inc missing no probs, using number facts, place value, and more complex add/sub.	<b>Year 3</b> Multiply and Divide Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calc math statements for x and ÷ using the tables they know, including 2-digit numbers times 1-digit numbers, using mental and formal written methods. Solve probs and missing number probs, involving x and ÷, including integer scaling probs and correspondence probs in which n objects are connected to m objects.  <b>Fractions</b> Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Add and sub fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ). Compare and order unit fractions, and fractions with the same denominators.	<b>Year 3</b> Measure Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes. Add and subtract amounts of money to give change, using both £ and p in practical contexts. Tell/write the time from an analogue clock, inc Roman numerals from I to XII, and 12-hr/24-hr clocks. Estimate and read time with increasing accuracy to nearest min; record/compare time in secs, mins, hrs. Use vocab such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the no of seconds in a minute and the number of days in each month, year and leap year.
	<b>Year 4</b> Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number. Round any number to the nearest 10, 100 or 1000. Count backwards through zero to include negative numbers. Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens, and ones). Order and compare numbers beyond 1000. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two-step problems in contexts, deciding which	<b>Year 4</b> Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. Add and subtract fractions with the same denominator. Recognise and write decimal equivalents of any number of tenths or hundredths; and the decimal equivalents to $\frac{1}{4}$ , $\frac{1}{2}$ and three quarters. Find the effect of dividing a one- or two-digit number by 10 and 100, identifying	Geometry Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Recognise that angles are a property of shape or a description of a turn. Identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn. Identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
			Statistics Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.
			<b>Year 4</b> Compare and classify geometric shapes, including quadrilaterals and triangles, based on



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	<p>operations and methods to use and why.</p> <p>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</p> <p>Recognise and use factor pairs commutatively in mental calculations.</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p> <p>Solve probs involving <math>\times</math> and <math>+</math>, inc. using the distributive law to mult 2 digit nos by 1 digit, integer scaling probs and harder correspondence probs such as n objects are connected to m objects.</p>	<p>the value of the digits in the answer as ones, tenths and hundredths.</p> <p>Round decimals with one decimal place to the nearest whole number. Solve simple measure and money problems involving fractions and decimals to 2 decimal places.</p> <p>Convert between different units of measure (e.g. kilometre to metre). Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days).</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares. Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Read, write and convert time between analogue and digital 12 and 24-hour clocks.</p>	<p>their properties and sizes.</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>Plot specified points and draw sides to complete a given polygon.</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>
	Science	Science	Science
	<p><b>Solids and Liquids</b></p> <p>Plan, carry out and evaluate an investigation re: what happens when some foods are heated and cooled?</p> <p><b>Humans and Animals</b></p> <p>Classifying and sorting</p> <p>Nutrition</p> <p>Teeth</p> <p>Digestion</p>	<p><b>Electricity</b></p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p><b>Forces and magnets</b></p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>Sound</b></p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>
	PERSONAL DEVELOPMENT	PERSONAL DEVELOPMENT	PERSONAL DEVELOPMENT
	Spiritual	Spiritual	Spiritual
	<p>Reflect on the lives of others around the world through drama/dance/music.</p> <p>Recognise their own creativity when experimenting with a range of ingredients and planning their work.</p> <p>Explain some of the religious practices of individuals.</p>	<p>Children will have a sense of enjoyment and fascination in learning about themselves, others and the China.</p>	<p>Compare laws and rules within different cultural systems.</p> <p>Caring for others– The Green Cross Code. Ensuring that children are safe.</p>
	Moral	Moral	Moral
	<p>Reflect upon their own views regarding Fair Trade and its impact on others.</p> <p>Recognise the impact of the inequality of food distribution on others.</p>	<p>Children will show an interest in investigating, and offering reasoned views about, moral and ethical issues concerning China and the Shang Dynasty.</p>	<p>Why is it important to respect different cultures and their traditions?</p> <p>How should we be respectful?</p>



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Social	Social	Social
Identify how different sections of society eat. Develop cooperation and collaboration via participation in the different Food Festival.	Children will communicate and negotiate with others through their collaborative learning in pairs and small groups.	Children will work collaboratively. To look at rules and laws within our society, how are they different in other cultures?
Cultural	Cultural	Cultural
Reflect on the way that cultures are represented in stories. Recognise similarities and differences between and within food cultures of other countries over time. Experience the significance of dance and music from other cultures.	Children will be willing to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural learning about China and the Shang Dynasty.	How do we adapt to change in our lives placed on us by new locations? What is life like in a new culture? How different cultures come together and enrich a community. What does identity mean?
FOUNDATION SUBJECTS	FOUNDATION SUBJECTS	FOUNDATION SUBJECTS
History, Geography, Religious Education and Citizenship	History, Geography, Religious Education and Citizenship	History, Geography, Religious Education and Citizenship
<p><b>Geography</b> - Ask and answer geographical questions about the human characteristics of a location. Explain own views about locations, giving reasons. Use maps and atlases to locate countries. Use a range of resources to identify the key human features of a location. Describe geographical similarities and differences between countries.</p> <p><b>History</b> - Describe changes that have happened over time in British history. Describe the social and ethnic changes that have occurred in Britain over time.</p> <p><b>Citizenship</b> - Try different foods to expand their knowledge of different cultures. Consider global issues and act upon them.</p>	<p><b>History:</b> To research the Ancient civilisation of the Shang Dynasty (1766 BC to 1046BC). To evaluate the legacy of the Shang Dynasty.</p> <p><b>Geography:</b> Map Skills – Locating cities and countries of the world. Compare the UK and China.</p> <p><b>Citizenship:</b> To learn about the system of education and schooling in China.</p>	<p><b>History</b> To research the impact of key historical figures involved in transport. To evaluate primary and secondary sources to find out about James Starley and the invention of bicycles. To sequence the development of a products design over time.</p> <p><b>Geography</b> Map skills– To identify key locations and transport routes, focusing on the local area. To look at the location of international airports and their key features. Investigating the most popular types of transport in a certain locality and comparing them.</p> <p><b>Citizenship</b> Understand the different rules and laws in other societies.</p>
Art and Design and Technology	Art and Design and Technology	Art and Design and Technology
<p><b>Art</b> - Develop ideas from starting points; collect information, sketches and resources; adapt and refine ideas; comment on artworks using visual language; replicate some techniques used by notable artists; evaluate their own art work and that produced by others.</p> <p><b>Design Technology</b> - Prepare ingredients; make products by working efficiently by carefully selecting materials; refine work and techniques as work progresses continually evaluating the product design.</p>	<p>Design and make a Chinese clay dragon. Prepare and cook Chinese food.</p>	<p><b>Art:</b> Create a road safety poster. Design a topic book cover using wheels.</p> <p><b>Design and Technology</b> Design and build an airport.</p>
Music, Language and P.E.	Music, Language and P.E.	Music, Language and P.E.
<p><b>Music</b> – Music from around the world. Listen to and perform songs. Rhythm patterns – based on Food</p> <p><b>Languages</b> - French</p> <p><b>P.E.</b> -</p>	<p>Compose and perform music to accompany a Chinese Lion Dance. Learn the Chinese Lion dance or some Tai Chi.</p>	<p><b>Dance:</b> • Create a dance to represent a busy airport.</p>
Computing	Computing	Computing
<p><b>E-safety</b> To be able to use computers safely and responsibly; knowing a range of ways to report unacceptable content and contact when online. Understands the concept of 'digital footprint'</p>	<p><b>E-safety</b> To know strategies for keeping safe online, including social media, the responsible use of ICT and mobiles. To know the importance of protecting personal information, including passwords, addresses and images</p>	<p><b>E-safety</b> Is able to recognise what is acceptable and unacceptable behaviour when using technologies and online services.</p> <p><b>Computing</b> <b>Scratch: Maths Quiz</b></p>



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	<b>Computing</b> To be able to use logical reasoning to decipher how to play games in an algorithmic format. To be able to use the 'decision' symbol in an algorithmic flowchart. To be able to identify bugs and debug. <b>Scratch: dressing up game.</b> To be able to choose a 'sprite'. To be able to customise 'costumes'. To be able to program costume to change when mouse is clicked. To be able to import a background. To be able to test and evaluate the code/programming. <b>Scratch: music machine.</b> To be able to paint a sound button. To be able to create looped sounds. To be able to create a new sprite and code it to play two sounds when clicked. To be able to create looped notes. To be able to test and evaluate the code/programming.	<b>Computing</b> <b>Scratch: smoking car.</b> To be able to decompose a key elements of a game. To be able to create a moving block. To be able to use mathematical degrees to program an object: up/down/left/right. To be able to create a background. To be able to use pen up/pen down. To investigate changing the colour of the line/pathway. To investigate what else can you make with the pen commands. To be able to test and evaluate the code/programming. To be able to test and evaluate the code/programming. <b>Scratch: Slug trail</b> To be able to decompose key elements of a game. To be able to design a slug. To be able to program keyboard inputs to control a game. To be able to use forever loops/pen	To be able to design, write and debug a maths quiz for lower KS2 children To be able to use if/else/selection/variables within the quiz. To be able to test and evaluate the code/programming. <b>PPT</b> To be able to create action buttons to link slides. To be able to create an algorithm in flow chart form to plan a PPT quiz. To be able to create a quiz in PPT To be able to identify the use of: repetition, two-way selection i.e. if, then and else. To be able to test and evaluate the code/programming.
Upper Key Stage 2  Year 5/6	<b>Mexico and the Mayans (Geography)</b>	<b>Walls and Barricades (History)</b>	<b>Greece Lightning (History)</b>
	<b>CORE SUBJECTS</b>	<b>CORE SUBJECTS</b>	<b>CORE SUBJECTS</b>
	English	English	English
	Non-Chronological reports Setting descriptions Narrative Diaries	Poetry Children to create a newspaper report on the fall of The Berlin Wall Children to perform a drama piece of the story of Troy and the Trojan Horse. Children to take part in debates about the reasoning for building walls and barricades. Letter writing Persuasive writing	Novel Study – Who Let the Gods Out? Narrative Myths Research aspects of daily life in Ancient Greece and present findings. To read a variety of texts and make summaries to inform decisions about Athens or Sparta. To debate which is best 'Sparta' or 'Athens'. To write a newspaper report detailing the significance of the battle of Marathon. Investigate and understand Greek origins of words.
	Maths	Maths	Maths





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	<p><b>Year 6</b></p> <p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above.</p> <p>Multiply and divide numbers up to 4 digits by a 2-digit whole number using the formal written methods and interpret remainders as whole number remainders, fractions, or by rounding.</p> <p>Identify common factors, common multiples and prime numbers.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>Multiply simple proper fractions and simplify the answer (e.g. <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>). Divide proper fractions by whole numbers (e.g. <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>).</p> <p>Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places.</p> <p>Multiply one-digit numbers with up to two decimal places by whole numbers. Use written division methods in cases where the answer has up to two decimal places.</p> <p><b>Year 5</b></p> <p>Read, write, order &amp; compare numbers to at least 1 000 000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p> <p>Interpret negative numbers in context, count forwards and backwards with positive</p>	<p><b>Year 6</b></p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Solve problems involving the calculation of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison.</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p>Express missing number problems algebraically. Use simple formulae expressed in words.</p> <p>Generate and describe linear number sequences.</p> <p>Find pairs of numbers that satisfy number sentences involving two unknowns. Enumerate all possibilities of combinations of two variables.</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Convert between miles and km.</p> <p>Use, read, write &amp; convert between standard units of measure, converting length, mass, volume &amp; time from smaller to larger units, and vice versa, using decimal notation to up to 3 dec places.</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Calculate the area of parallelograms and triangles. Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm<sup>2</sup>) and cubic metres (m<sup>3</sup>), and extending to other units.</p> <p><b>Year 5</b></p> <p>Compare and order fractions whose denominators are all multiples of the same number. Add and subtract fractions with the same denominator and multiples of the same number.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented</p>	<p><b>Year 6</b></p> <p>Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets.</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>Describe positions on the full coordinate grid (all four quadrants).</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>Calculate and interpret the mean as an average.</p> <p><b>Year 5</b></p> <p>Convert between different units of metric measure (e.g. km &amp; m; cm &amp; m; cm &amp; mm; g &amp; kg; l &amp; ml). Use approx. equivalences between metric and imperial units (e.g. inches, pounds &amp; pints).</p> <p>Measure &amp; calculate the perimeter of composite rectilinear shapes in cm/m. Calculate the area of squares/rectangles using standard units, square cm/m and estimate the area of irregular shapes.</p> <p>Estimate volume (e.g. using 1 cm blocks to build cubes/cuboids) and capacity (e.g. using water).</p> <p>Solve probs involving converting between units of time. Use all four operations to solve probs involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.</p> <p>Identify 3D shapes, including cubes and other cuboids, from 2D representations.</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees.</p>
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	<p>and negative whole numbers, including through zero.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p> <p>Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations and levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p>Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method. Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared and cubes.</p>	<p>visually, including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place. Read and write decimal numbers as fractions (e.g. <math>0.72 = \frac{72}{100}</math>).</p> <p>Read, write, order and compare numbers with up to three decimal places. Solve problems involving number up to three decimal places.</p> <p>Write percentages as a fraction. Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those with a denominator of a multiple of 10 or 25.</p>	<p>Identify: angles at a point and one whole turn (total <math>360^\circ</math>); angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total <math>180^\circ</math>); other multiples of <math>90^\circ</math>.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables, including timetables.</p>
	Science	Science	Science
	<p><b><u>Y5 All living things</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> </ul>	<p><b><u>Properties and changes of materials</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency,</li> </ul>	<p><b><u>Y5 Animals, including humans</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• describe the changes as humans develop from birth to old age.</li> </ul> <p><b><u>Y6 Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and explain the</li> </ul>



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<ul style="list-style-type: none"> <li>describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>Y6 All living things</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>conductivity (electrical and thermal), and response to magnets</li> <li>understand 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>functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> <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> <p><b>Y6 Electricity</b></p> <p>Pupils should be taught to:</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>
	<b>PERSONAL DEVELOPMENT</b>	<b>PERSONAL DEVELOPMENT</b>
	<b>Spiritual</b>	<b>Spiritual</b>
	Children will have a sense of enjoyment and fascination in learning about themselves, others and the Ancient Mayan world.	Children to explore the old tradition of leaving a note with a prayer or request placed in the wall.
	<b>Moral</b>	<b>Moral</b>
	Children will show an interest in investigating, and offering reasoned views about, moral and ethical issues concerning the Ancient Mayans.	Children to use images to discuss and explore the feelings and emotions of separated friends and family during the time of the Berlin Wall.
	<b>Social</b>	<b>Social</b>
	Children will communicate and negotiate with others through their collaborative learning in pairs and small groups.	Children to work in mixed ability groups to take part in debates on the five walls and agree on a ranking model.
	<b>Cultural</b>	<b>Cultural</b>
	Children will be willing to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural learning about Mexico and the Mayans.	Children to investigate the importance of the Western Wall for the Jews.
	<b>FOUNDATION SUBJECTS</b>	<b>FOUNDATION SUBJECTS</b>
	<b>History, Geography, Religious Education and Citizenship</b>	<b>History, Geography, Religious Education and Citizenship</b>
<p><b>History:</b></p> <p>To research the Ancient civilisation of the Mayans (Ad 900).</p> <p>To evaluate historical opinions as to why the Mayans 'disappeared.'</p> <p><b>Geography:</b></p> <p>Map Skills – Locating cities and countries of the world.</p> <p>Map Skills - Identify lines of latitude and longitude.</p> <p>Compare the UK and Mexico.</p> <p><b>Citizenship:</b></p> <p>To learn about the systems and forms of government in Mexico.</p>	<p><b>History:</b></p> <p>Children to use a variety of sources to establish what life was like when Hadrian's Wall was built.</p> <p>Children to investigate the rise of The Berlin Wall. The children will show an understanding of how events escalate and how lives are affected by rapid change.</p> <p>Children to create fact files demonstrating their knowledge of significant walls in history.</p> <p>Children to create timelines to order the significant event in the life of Nelson Mandela.</p> <p>Children to investigate the defense and attack features of different types of castles.</p> <p><b>Geography:</b></p> <p>Children to use OS maps and keys to locate and describe the features of Hadrian's Wall.</p> <p>Children to compare and contrast the information that can be obtained through</p>	<p><b>History:</b></p> <p>Place Ancient Greece civilization on a timeline.</p> <p>Study Greek architecture and discuss main features.</p> <p>Study Ancient Greek pottery and establish what they tell us about life in the past.</p> <p>Research aspects of daily life using primary resources and compare and contrast findings.</p> <p>Use sources of information to make deductions about life in Ancient Greece.</p> <p>Research the Ancient Olympics and establish what they tell us about the past.</p> <p><b>Geography:</b></p> <p>Identify geographical features of Greece, name seas, and locate mountains.</p>



## St White's Primary School Curriculum Overview Key Stage 2 2017-18

		the use of an atlas or Google Earth when investigating The Great Wall of China.	
	<b>Art and Design and Technology</b>	<b>Art and Design and Technology</b>	<b>Art and Design and Technology</b>
	Design and make a Mayan inspired mask. Prepare and cook Mexican food.	<b>Art</b> Children to explore the techniques of graffiti, including font style, colours and layers used to create a piece of graffiti artwork. <b>Design Technology</b> Children to use the influence of layers within walls to design and make a layered piece of textile art. Children to design and make a Lego model of a castle and its defence system.	<b>Art:</b> Draw/ sketch Ancient Greek pots using observational drawing skills. Use research to influence the design and decoration of a modern pot based on those found in Ancient Greece. Construct and decorate a clay pot using coils or a thumb pot.
	<b>Music, Language and P.E.</b>	<b>Music, Language and P.E.</b>	<b>Music, Language and P.E.</b>
	Compose and perform music to accompany a Mayan ritual. Compose and perform their own Mayan dance.	<b>Music</b> Children to listen to and participate in the BBC music for schools workshop on The Heroes of Troy.	
	<b>Computing</b>	<b>Computing</b>	<b>Computing</b>
	<b>E-safety</b> To demonstrate responsible use of technologies and online services, and knows a range of ways to report concerns. To understand the concept of 'digital shadow'  <b>Computing</b> To be able to identify the main functions of the operating system: the core program that controls and organises the general operation of the computer. <b>Scratch: Crab maze game</b> To be able to decompose key elements of a game. To be able to program a simple crab animation. To be able to use variables/loops/conditional selection. To be able to import and use an xy grid. To be able to test and evaluate the code/programming. <b>Scratch: Perimeter</b> To be able to create a program to work out the perimeter or regular 2D shapes. To be able to investigate a formula to calculate the perimeter of a shape. To gain an understanding of the term	<b>E-safety</b> To know strategies for keeping safe online, including social media, the responsible use of ICT and mobiles. To know the importance of protecting personal information, including passwords, addresses and images  <b>Computing</b> To be able to identify the difference between physical, wireless and mobile networks. <b>Scratch: music score</b> To be able to convert a piece of music into scratch code. <b>Scratch: music as code</b> To be able to convert a piece of music into an algorithm then convert the algorithm into a program. To be able to understand the term <b>ABSTRACTION</b> (irrelevant detail) and identify all the elements that won't help programming the musical notes. To be able to test and evaluate the code/programming.	<b>E-safety</b> To know strategies for keeping safe online, including social media, the responsible use of ICT and mobiles.  <b>Computing</b> <b>Scratch: times table game</b> To be able to decompose a game. To be able to use variables/loops To be able to use: pick random/show/hide/change/set blocks. To be able to test and evaluate the code/programming.