

Egloskerry Primary School - Curriculum Strategy KS2 (4 year rolling programme)

	YA Autumn	YA Spring	YA Summer	YB Autumn	YB Spring	YB Summer	YC Autumn	YC Spring	YC Summer	YD Autumn	YD Spring	YD Summer
Theme	Remembrance	Our Magical World	Inventions	Far Far Away	Then & Now	Going for Gold	Journeys	Discovery	Grow Together	Save The Planet	Disaster Strikes!	Healthy me
Focused Enquiry	How did the First World War impact life in Britain?	How what why when who?	Who was here before me?	How do fairy tales influence our lives today?	How has life in Cornwall changed?	What did the Ancient Greeks do for us?	Why are there pyramids in Ancient Egypt?	What else is there to discover?	How can we help each other to grow? How can stories help us to grow?	How should we change our behaviour towards non-renewables?	What happened to Pompeii?	How would you stay alive in space?
Key Driver & Experience	NATIVITY	LONDON		XMAS PLAY	St. Piran's Day	OLYMPICS	NATIVITY	LONDON	Olympics and return to school	XMAS PLAY		
Key texts (poetry, fiction and nonfiction) Year 3&4 Year 5&6	Flanders Field The Soldier Dulce et Decorum Est Where the Poppies Now Grow Once - Morris Gleitzman The day the war came	Harry Potter Matilda	Stone Age Boy	Ogre's Feather	Charles Causley - Timothy Winter Anna Chorlton - Cornish Folktales of place Micheal Morpurgo - Giant's necklace Wreckers	Greek Myths	Egyptian Cinderella Scarab's secret Cinderella of the Nile Kane Chronicles: The Red Pyramid	Shackleton's Journey - William Grill Ice Trap Mrs Chippy's Dairy Rime of the ancient Mariner Shackleton's Journey The Many Worlds of Albie Bright	Tin Forest Don't give up - poem If A Poison Tree The Chocolate Tree	Diary of a young naturalist Melt - Ele Fountain Greta and the Giants Brilliant women who saved the planet	Escape from Pompeii The Longest Night of Charlie Moon- Christopher Edge Eagle of the Ninth	
Literacy	Y3/4 - Stories set in a historical context Non-chronological report Newspaper report Clerihews Y5/6 - WW1	Y3/4 - Fantasy stories Instruction writing Limericks Y5/6 - Harry Potter and the	Y3/4 - Historical fiction Stories from other cultures Persuasive (Including letters) Free verse	Y3/4 - Traditional tales (Fairy tales) - Ogre's feather Playscripts Letter writing Kennings	Y3/4 - Adventure stories Diary writing Non-chronological reports Rhyming poems - Charles Causley	Y3/4 - Myths and legend Explanation texts Free verse	Y3/4 - Stories set in a historical context Non-chronological report Newspaper report Clerihews	Y3/4 - Historical fiction Adventure/ suspense Instruction writing Limericks Stories from another culture Y5/6	Y3/4 - Traditional tales (Fairy tales) Aesop's fables - moral of the story. How can stories help us to grow? Persuasive (Including letters)	Y3/4 - Stories with a moral Playscripts Letter writing Kennings	Y3/4- Myths and legends Diary writing Non-chronological reports Rhyming poems	Y3/4- Adventure stories Explanation texts Free verse

	Flashback story.	Chamber of Secrets	Y5/6 - Stone Age Kid					Poetry: Ancient Mariner Biography	Rhyming poetry/ list poetry			
History	Chronology - Historical Terms - Interpreting History - Continuity and Change - Causes and Consequences - Similarities and Differences - Significance											
	Study of period post 1066 WW1 and WW2.		Changes in Britain: Stone Age (Bodmin/ Dart Moor) to Iron Age	Study of period post 1066. William the Conqueror, Medieval times. Feudalism	Local study How has mining changed Cornwall?	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Ancient Egypt - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study	Explorers & Adventurers Shackleton Study of period post 1066.	Link back to Greek topic - link to Olympics (opening ceremony/ olympic week??) Modern history - how will this become history? Time capsule.	Non-European Society contrast Mayans (optional choice)	Roman Empire and its impact on Britain	Britain's Settlement by Anglo-Saxons and Scots (Alfred the Great)
Geography (Fieldwork and Map work throughout)		Locational: locate the world's countries, Europe (including the location of Russia) North and South America, environmental regions, key physical and human characteristics, countries, and major cities	Place similarities and differences between human and physical geography of a region of the United Kingdom , a region in a European country, and a region within North or South America	Human Types of settlement and land use, economic activity including trade links	Locational: United Kingdom - change over time (counties, cities, regions, human and physical characteristics, key topographical features land-use patterns;	Place similarities and differences between human and physical geography of a region of the United Kingdom , a region in a European country, and a region within North or South America	Physical Rivers the water cycle	Locational: Longitude, latitude. Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (day and night)	Place similarities and differences between human and physical geography of a region of the United Kingdom , a region in a European country, and a region within North or South America	Human distribution of natural resources including energy, food, minerals and water Physical Climate zones, biomes and vegetation belts	Physical Mountains, Earthquakes and volcanoes	
Science	Asking relevant questions and using different	Gathering, recording, classifying and		Asking relevant questions and using different	Using straightforward scientific	Setting up simple practical enquiries,	Making systematic and careful	Using results to draw simple conclusions,	Gathering, recording, classifying and	Asking relevant questions and using different	Setting up simple practical enquiries,	Reporting on findings from enquiries,

<p>Lower KS2 objective</p> <p>Upper KS2 objective</p>	<p>types of scientific enquiries to answer them</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>	<p>presenting data in a variety of ways to help in answering questions</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>Making measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p>types of scientific enquiries to answer them</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>evidence to answer questions or to support their findings identifying differences, similarities or changes related to simple scientific ideas and processes</p>	<p>comparative and fair tests</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p>observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers•</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>make predictions for new values, suggest improvements and raise further questions</p> <p>Using test results to make predictions to set up further comparative and fair tests</p>	<p>presenting data in a variety of ways to help in answering questions</p>	<p>types of scientific enquiries to answer them</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>comparative and fair tests recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>including oral and written explanations, displays or presentations of results and conclusions</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p>
<p>Lower KS2 objective</p> <p>Upper KS2 objective</p>	<p>Yr 3/4- Animals - Human body focus Sound Yr 5/6- Forces and sound</p>	<p>Yr 3/4- Plants Living things and habitats Yr 5/6-plants and adaptation</p>	<p>Yr 3/4- States of matter and electricity Yr 5/6- Electricity, light and materials - linked to goblins</p>	<p>Yr 3/4- Living things and their habitats Animals Yr 5/6- Reversible and irreversible changes</p>	<p>Yr 3/4- Rocks States of matter Compare and classify rocks How fossils are formed How rocks are formed. Group materials together Changes through temperature Water cycle. Yr 5/6- Evolution Living things and change Genetics - parents -</p>	<p>Yr 3/4- Light How we see Reflections Shadows Yr 5/6- Light Light travels in straight lines How eyes work shadows Olympic torch link</p>	<p>Yr 3/4- Forces And sound Yr 5/6- Forces and sound</p>	<p>Yr 3/4- Electricity Yr 5/6- Space/gravity</p>	<p>Yr 3/4- Plants Living things and habitats Yr 5/6- plants and adaptation</p>	<p>Yr 3/4- Electricity and light Yr 5/6- electricity, light and materials</p>	<p>Rocks - volcanoes States of matter</p>	<p>Yr 3/4- Animals, including humans Human body Yr 5/6- Space and forces Animals including humans</p>

					offspring adaptations							
Mathematics	POWER MATHS											
Computing	ICT Use internet search as a research tool.	Computer science Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Digital literacy 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	Computer science Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Digital literacy Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	ICT Use programs to edit, splice and create video and animation.	Computer science Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Computer science Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	ICT Use programs to edit, splice and create video and animation.	Computer science Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Digital literacy Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	ICT Use programs to edit, splice and create video and animation.
Art & Design	<u>Sculpture</u> Key Skill; Clay with detail and texture, add colour when clay is dried, add wire detail Text Link; Flander's Fields Activity Clay Poppies for Remembrance parade/display Artist Link	<u>Creating Ideas Drawing</u> Key Skill; Painting/Drawing/colour theory Style; Van Gough Text Link; Harry Potter Prior Learning Link; Van Gough	<u>Printing</u> Key Skill; Roller ink printing, block shapes, string relief Style; Cave art Text Link; Stone Age Boy Prior Learning Link; KS1 Dinosaur prints	<u>Textile and Collage</u> Key Skill; Collage / tie dye Text Link; Any fairy tale link Activity Create a collage/textil piece linked to the setting of a fairy tale story / current literary text	<u>Mark Making Working with Colour</u> Key Skill; Painting Style; Children's choice Text Link; Charles Causley Prior Learning Link; Ellie Jackson	<u>Sculpture</u> Key Skill; Modroc / Clay Text Link; Greek Myths Activity Design, create and decorate modroc greek vases Artist Link Various greek Vase painters Trip Idea China clay	<u>Mark Making Working with Colour</u> Key Skill; Drawing oil pastels Style; Ancient Egyptian Text Link; Current Literacy Text Prior Learning Link;	<u>Mark Making Working with Colour</u> Key Skill; Water colours Text Link; Shackleton's Journey Activity Water colour Frozen Landscapes, discuss colour theory / warm, cold colours / primary, secondary	<u>Creating Ideas Drawing</u> Key Skill; Painting Style; Pointillism Text Link; Ellie Jackson Prior Learning Link; Van Gough Starry Night	<u>Sculpture</u> Key Skill; Modroc', large scale group, pipe cleaners/wire/human forms Text Link; Tin Forest Prior Learning Link; Grow Together Topic / Tin Forest in KS1	<u>Textile and Collage</u> Key Skill; Stitching Text Link; Escape from Pompeii Activity Felt Roman Purses Practise stitches on Batik Artist Link	<u>Mark Making Working with Colour</u> Key Skill; Working with colour Style; Paper Marbling Create planets using paper marbling techniques Artist Link Julia Genet Spray Paint Planet Arists

	<p>Owen Mann Carolyn Clayton</p> <p>Trip Idea Local church to lay clay poppies</p>	<p>Pointillism Colour theory</p> <p>Activity Paint your own magical scene in the style of Van Gough's Starry Night</p> <p>Artist Link Van Gough</p> <p>Trip Idea London National Gallery to see Van Gough</p>	<p>Activity String Relief styrofoam printing in style of cave art, link to prehistoric times</p> <p>Artist Link Elizabeth Catlett</p>	<p>Artist Link Patricia Greaves</p> <p>Activity Illustrating Charles Causley poems or Cornish folktale stories / creatures</p> <p>Children research a cornish artist and choose a style for their final piece</p> <p>Artist Link LOCAL ARTISTS</p> <p>Nina Brooke Jo Downs Yvonne Coombes</p> <p>Trip Idea Visit Jo Downs Glass Workshop at Pennygillam</p>	<p>museum St Austell</p>	<p>Cave Art and styles throughout history</p> <p>Activity Design and draw an Ancient Egyptian Nemes on a photograph of yourself</p> <p>Artist Link Various Egyptian Artists</p> <p>Trip Idea Truro Museum Egyptian section</p>	<p>colours</p> <p>Artist Link Lisa Goren Frozen Landscapes David</p> <p>McEwoen Antarctic Wonders</p>	<p>Activity Paint sea turtles in style of Pointillism</p> <p>Artist Link Georges Seurat Van Gough Paul Signac</p>	<p>Activity Recycled Materials Collage</p> <p>Artist Link Vik Muniz Tim Noble Guerra De La Paz</p> <p>Trip Idea Eden Project Recycled Materials Project</p>	<p>Trip Idea Exeter Museum Royal Albert</p>	
<p>Music</p>	<p>Performance - Singing *Play/perform solo/ensemble/voices/instruments (accuracy/flow/fluency, control, expression)</p> <p>Vocal expression/ effect, Chants and Rhymes, Pitching, Singing</p>			<p>Composing *improvise/compose music range of purposes (interrelated dimension of music) *Listen with attention to detail/recall sounds *Musical notation</p>	<p>Performance - Playing *Play/perform solo/ensemble/voices/instruments (accuracy/flow/fluency, control, expression)</p> <p>Instruments/Sound effects, Control, Notation, Evaluating</p>		<p>Improvising & Experimenting *improvise/compose music range of purposes (interrelated dimension of music) *Listen with attention to detail/recall sounds</p> <p>Explore & Make sounds Control & Change sounds Create rhythms</p>		<p>Listening, Developing, Knowledge & Understanding *Appreciate/understand a wide range of HQ music (traditions, composers, musicians) *History of music</p>		

								& melodies Electronic				
Design & Technology D-M-E; *Design innovative, appealing products - purpose/audience *Generate/develop/model/communicate ideas Y3/4: needs/wants of audience, develop ideas, research Y5/6: Research, surveys, needs/wants/preferences/values - fulfill conflicting requirements	Design - Make - Evaluate	Design - Make - Evaluate 2 - Cooking & Nutrition: *Where/How ingredients grown/reared/cought/processsed (seasonality of this) - UK, Europe, World 3- Technical Knowledge & Making product work: *Strengthen./stiffen/ reinforce more complex structures (range of materials incl textiles and 3D structure) *Mechanical systems (gears, pulleys, cams, levers, linkages)	Design - Make - Evaluate Technical Knowledge and Making product work understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors	Design - Make - Evaluate	Design - Make - Evaluate 2- Cooking & Nutrition: *Understand/apply the basic principles of a healthy/varied diet *Prepare/cook dishes/range of techniques/storage/measure/ratios (incl heat)	Design - Make - Evaluate 2- Textiles Key individuals in design have changed the world (Coco Chanel). 3- Technical Knowledge & Making product work: *Electrical systems (series circuits incl switches/bulbs/buzzers/motors *Computing programme, monitor and control	Design - Make - Evaluate	Design - Make - Evaluate 2 - Cooking & Nutrition: *Where/How ingredients grown/reared/cought/processsed (seasonality of this) - UK, Europe, World 3- Technical Knowledge & Making product work: *Strengthen./stiffen/ reinforce more complex structures (range of materials incl textiles and 3D structure) *Mechanical systems (gears, pulleys, cams, levers, linkages)	Design - Make - Evaluate 2- Textiles Key individuals in design have changed the world (Coco Chanel). 3- Technical Knowledge & Making product work: *Electrical systems (series circuits incl switches/bulbs/buzzers/motors *Computing programme, monitor and control	Design - Make - Evaluate	Design - Make - Evaluate 2- Cooking & Nutrition: *Understand/apply the basic principles of a healthy/varied diet *Prepare/cook dishes/range of techniques/storage/measure/ratios (incl heat)	Design - Make - Evaluate 2- Textiles Key individuals in design have changed the world (Coco Chanel). 3- Technical Knowledge & Making product work: *Electrical systems (series circuits incl switches/bulbs/buzzers/motors *Computing programme, monitor and control
Languages Delivered by Launceston College MFL POS to follow	Family members Describing Families Mexican Day of the Dead Y5/6: Comparisons	Describing Photos Colours, shapes and prepositions Animals, Jungle animals and Farm animals		Fairy tale animals and beasts Design your own animal/beast. Read a fairy tale in Spanish – developing use of adjectives.	Places in town. Locations And prepositions Shopping roleplays for higher numbers.	Sports Body parts Heads, shoulders, knees and toes. Y5/6 – Para+infinitive – physical requirements	Modes of transport. Directions Countries and nationalities Flags/colours	Discovering through art – Picasso faces and Miro. Parts of the face/ physical description.		Seasons and weather.	Chicken Little / Pollo Tito Authentic Spanish text. Act out the story.	Foods and healthy eating. Very hungry caterpillar project

		Old McDonald.				for different sports						
P.E	Swimming Gymnastics Dance	Invasion games - netball/tag rugby Alternative sport - rowing	Ball and racket skills - badminton/ cricket Athletics Outdoor Education	Swimming Gymnastics/ Dance Alternative sport - Archery	Invasion games - touch rugby/netball Athletics Alternative sport - Fencing	Ball and racket skills - Tennis/cricket Outdoor Education Alternative sport - zorb football	Swimming Dance	Invasion games -hockey/football Athletics Gymnastics	Ball and racket skills - rounder/cricket Outdoor Education Alternative sport - Street surfing/zorb football	Swimming Gymnastics/ Dance Alternative sport - rocket ball	Invasion games -basketball/ handball Athletics Alternative sport - street dance	Ball and racket skills - cricket/table tennis Outdoor Education Alternative sport - zorb football
R.E	LKS2: L2.2 - What is it like to follow God? L2.10 - Festivals and family life in Judaism UKS2: U2.1 - What does it mean if God is loving and holy? U2.9 - Judaism and the Torah	LKS2: L2.1 - Creation story L2.11 - How and why do people mark significant events in life? UKS2: U2.2 - Creation story U2.10 - What matters most to Humainsts, Christians?	LKS2: L2.9 - Musilum festivals and worship L2.12 - How do people try and make the world a better place? UKS2: U2.8 - What does it mean to be Musilum in Britian today? U2.12 - How does faith help people when life gets hard?	LKS2: L2.3 - Trinity L2.4 - What kind of world did Jesus want? UKS2: U2.3 - Jesus the Messiah U2.4 - How do Christians decide how to live?	LKS2: L2.5 - Why do Christians call the day Jesus died 'Good Friday'? L2.6 - For Christians, what was the impact of the Pentecost? UKS2: U2.5 - What do Christians believe Jesus did to 'save' people? U2.6 - For Christians, what kind of king is Jesus?	LKS2: L2.7 & 8 - Hinduism in Britian today and what do Hidus believe God is like? UKS2: U2.7 - Why do Hindus want to be good? U2.11 - Why do some people believe in God and some people not?	LKS2: L2.1 - Creation story L2.11 - How and why do people mark significant events in life? UKS2: U2.2 - Creation story U2.10 - What matters most to Humainsts, Christians?	LKS2: L2.2 - What is it like to follow God? L2.10 - Festivals and family life in Judaism UKS2: U2.1 - What does it mean if God is loving and holy? U2.9 - Judaism and the Torah	LKS2: L2.7 & 8 - Hinduism in Britian today and what do Hidus believe God is like? L2.12 - How do people try and make the world a better place? UKS2: U2.7 - Why do Hindus want to be good? U2.12 - How does faith help people when life gets hard?	LKS2: L2.3 - Trinity L2.4 - What kind of world did Jesus want? UKS2: U2.3 - Jesus the Messiah U2.4 - How do Christians decide how to live?	LKS2: L2.5 - Why do Christians call the day Jesus died 'Good Friday'? L2.6 - For Christians, what was the impact of the Pentecost? UKS2: U2.5 - What do Christians believe Jesus did to 'save' people? U2.6 - For Christians, what kind of king is Jesus?	LKS2: L2.9 - Muslim festivals and worship L2.12 - How do people try and make the world a better place? UKS2: U2.8 - What does it mean to be Musilum in Britian today? U2.11 - Why do some people believe in God and some people not?
PSHE / Thrive [2 years]	Being me in my world Celebrating difference	Dreams and Goals Healthy Me	Relationships Changing Me (incl. Relationships and Sex Education)	Being me in my world Celebrating difference	Dreams and Goals Healthy Me	Relationships Changing Me (incl. Relationships and Sex Education)	Being me in my world Celebrating difference	Dreams and Goals Healthy Me	Relationships Changing Me (incl. Relationships and Sex Education)	Being me in my world Celebrating difference	Dreams and Goals Healthy Me	Relationships Changing Me (incl. Relationships and Sex Education)