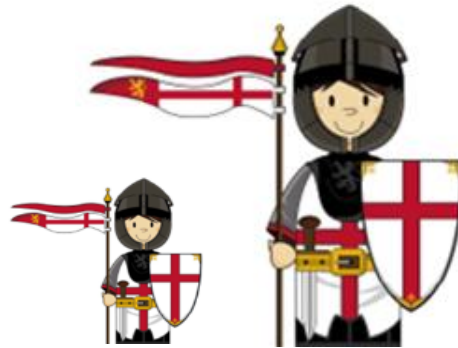


Knights Templar Community Church School



Work at it with all your heart

KS2 Curriculum Overview Year B

Completed: 17/9/2023

Updated: 02/02/2026

Contents:

[Overview](#)

[Computing](#)

[DT](#)

[Geography](#)

[History](#)

[MFL](#)

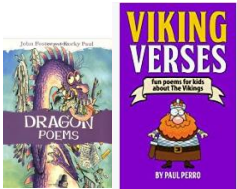
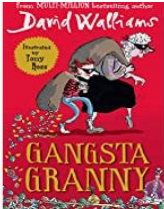
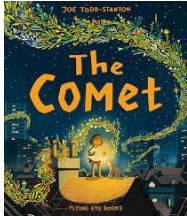
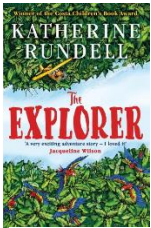
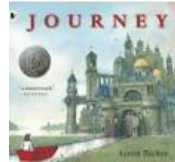
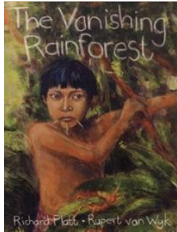
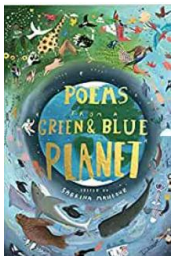
[Music](#)

[PE](#)

[PSHE](#)

[RE](#)

[Science](#)

Learning Themes:	Were Vikings Raiders or Traders?		What is it like in Scandinavia?	Why was the Roman Empire so big?	How is Exmoor different from Bath?		Where did the Tudors travel?	Why do we need to protect our rainforests?	
	A1		A2	Sp1		Sp2	Sm1		Sm2
English	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry
	Stories about different worlds  Outcome Assessment – to write their own end chapter of the book how to train a dragon.	Non Chronological reports.  Outcome Assessment – to produce an e-book all about Vikings	Poems – imaginary.  Outcome Assessment write a poem, using the structure of an original example	Stories in Familiar settings Gangsta Granny 	Comparing places The Comet by Joe Todd-Stanton 	Poetry around the World Let's Celebrate edited by Debjani Chatterjee and Brian D'Arcy And celebrate local sea shanties 	Stories that Raise Issues The Explorer by Katherine Rundell, Journey by Aaron Becker  	Persuasive writing – Letter Save the Rainforests! 	Rainforest (Senses) Poetry 

		- a non-chronological report..							
Maths	Number: Place Value Number: Addition and Subtraction		Number: Multiplication and Division Measurement: Length and Perimeter (4)	Number: Multiplication and Division Measurement: Money (3) Area (4) Statistics (3)	Number: Fractions Measurement: Length and Perimeter (3) Number: Decimals (4)	Number: Fractions (3) Decimals (4) Measurement: Time Money (4) Statistics (4)	Geometry: Properties of shape Measurement: Mass and Capacity (3) Geometry: Position and Direction (4)		
Geography			Europe A study of Scandinavia		UK A comparison of Exmoor and Bath	International Amazon Rainforest			

History	Vikings		A Local Study of the wonderful place in which we live			The Tudors Exploration focus
Art	Create a sculpture based on Viking mythology Design and paint own tree of life, based on Viking God Odin. Vikings make their mark: runes and alphabet			Famous Artists Banksy (Bristol Artist)	Brazilian Artists Romero Britto Replicate the style using Rainforest animals	
Design Technology		Christmas Stocking Can I design and sew a Christmas stocking?	Animal Feeder Can I design and make an automatic feeder for an animal?			Tudor Food Recipes Can I design and make my own Tudor feast?
Science	States of matter What is the matter?	Electricity- Electric Personalities	Sound- Sound Spectacular	Habitats- A World of Living Things	Animals including Humans – The Circle of Life	Living things and their habitat Habitat Helpers

Computing	<i>On Line Safety: Can I be kind and responsible?</i> <i>Programming: Can I use Hopscotch?</i> <i>Programming: Can I create a game in Kodu?</i> <i>TIOL: Can I share my ideas on Padlet?</i>		<i>On Line Safety: Can I be safe?</i> <i>Handling Data: Can I investigate sounds?</i> <i>TIOL: Can I scan and create a QR code?</i> <i>Multimedia: Can I use effects to change images?</i>		<i>On Line Safety: Can I be healthy?</i> <i>Handling Data: Can I make a branching database?</i> <i>Multimedia: Can I combine text, graphics and sounds?</i>	
Music <i>Order depends when each class is learning recorders</i> <i>*suggested songs</i>	<i>Focus: Play the instrument confidently, read music successfully, follow rhythm</i> <i>*Recorders</i>	<i>Focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot</i> <i>*This little light of mine</i>	<i>Focus: Play the instrument confidently, read music successfully, follow rhythm</i> <i>*Recorders</i>	<i>Focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2.</i> <i>*The dootdoot song</i>	<i>Focus: Play the instrument confidently, read music successfully, follow rhythm</i> <i>*Recorders</i>	<i>Focus: Beat, rhythm, rondo, rhythm notation</i> <i>*My fantasy football team</i>
PE	Unit 1: Personal Persevere with a task to improve performance.	Unit 2: Social Cooperate with others and give feedback. Be patient and support others.	Unit 3: Cognitive Spatial awareness Attacking and defending. Similarities and differences.	Unit 4: Creative	Unit 5: Physical	Unit 6: Health and Fitness
RE	AMV Unit 5:	AMV Unit 5:	AMV Unit 1:	Methodist Unit: Warm Hearts	AMV Unit 2:	Methodist Unit: Warm Hearts

	<i>What do Christians believe about God?</i>	<i>What do Christians believe about Incarnation?</i>	<i>What do Jewish people believe about G-D and the Covenant and Torah?</i>	<i>What happened after Jesus' death?</i>	<i>What do Muslim people believe about Islam and Iman?</i>	<i>How do Christians use music in worship to express a variety of idea and feelings to God and about God?</i>
PSHE/SRE	<i>What strengths, skills and interests do we have?</i>	<i>How do we treat each other with respect?</i>	<i>How can we manage our feelings?</i>	<i>How will we grow and change?</i>	<i>How can our choices make a difference to others and the environment?</i>	<i>How can we manage risk in different places?</i>
	<i>MHM: Meet the Brain</i>	<i>MHM: Celebrate</i>	<i>MHM: Appreciate</i>	<i>MHM: Relate</i>	<i>MHM: Engage</i>	
MFL-French	<i>How old are you?</i> <i>Quel-age as-tu?</i>	<i>Brothers and sisters</i> <i>As-tu des freres et des soeurs?</i>	<i>Do you have a pet?</i> <i>As-tu un animal?</i>	<i>Colours</i> <i>Les couleurs</i> <i>Numbers</i> <i>13-31</i> <i>Les Nombres de 13 a 31</i>	<i>Months of the year and days of the week</i> <i>Les mois de l'annee et les jours de la semaine</i>	<i>Weather</i> <i>Quel-temps fait-il?</i>
British Values	<i>Tolerance of those with difference faiths and beliefs.</i>	<i>Mutual respect</i>	<i>Rule of law</i> <i>Democracy</i> <i>Individual Liberty</i>	<i>Mutual Respect</i>	<i>Democracy</i>	<i>Individual liberty</i>

<i>Trips/Visits</i>				Watchet train station – trip to Minehead. Watchet beach		
<i>Special Events</i>	Harvest	Christmas		Sea shanty sing song at the quay	Local stories read by local people Easter	Visit to Watchet's beach to observe the changing coastline.

<i>KS2 Year B Computing</i>	Autumn	Spring	Summer
Knowledge statements = National Curriculum Skills statements = ELiM plans	<i>Online Safety – Can I be kind and responsible?</i> <u>Knowledge</u> To use technology safely, respectfully and responsibly; To recognise acceptable/unacceptable behaviour; To identify a range of ways to report concerns about content and contact. <u>Skills</u> To describe the ways that people get bullied when they use different technologies and consider what I post;	<i>Online Safety – Can I be safe?</i> <u>Knowledge</u> To use technology safely, respectfully and responsibly; To recognise acceptable/unacceptable behaviour; To identify a range of ways to report concerns about content and contact. <u>Skills</u> To participate safely and responsibly in a secure online community.	<i>Online Safety – Can I be healthy?</i> <u>Knowledge</u> To use technology safely, respectfully and responsibly; To recognise acceptable/unacceptable behaviour; To identify a range of ways to report concerns about content and contact. <u>Skills</u> To use age-appropriate apps, games and websites from a list I have agreed with others

	To use search tools to find appropriate information and decide whether I can trust it. Programming – Can I use Hopscotch? <u>Knowledge</u> To know how to design, write and debug programs that accomplish specific goals. <u>Skills</u> To use a variety of tools to create a program;	TOIL – Can I scan and create a QR Code? <u>Knowledge</u> To 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 <u>Skills</u> To save and retrieve work on the Internet, the school network or my own device; To explain ways to communicate with others online. Handling Data – Can I create a soundscape? <u>Knowledge</u> Know the difference between data and information.	To make good choices about when and why I use devices. Multimedia – Can I combine text, graphic and sounds? <u>Knowledge</u> To know how to use software to present information effectively. <u>Skills</u> To give constructive feedback to my friends to help them improve their work and refine my own work; To use media to extend what I can achieve; To use photos, video and sound to create an atmosphere when presenting to different audiences; To explore new media to extend what I can achieve; To give constructive feedback to my friends to help them improve their work and refine my own work;
Knowledge statements = National Curriculum Skills statements = ELiM plans	To recognise an error in a program and debug it; To use an efficient procedure to simplify a program; To use logical thinking to solve a problem by breaking it up into smaller parts; To use a sensor to detect a change which can select an action in a program; To recognise that an algorithm will help me sequence more complex programs. Programming– Can I create a game in Kodu?		

	<u>Knowledge</u> Know that you need to keep testing my program while I am putting it together. Know how to use logical thinking to solve an open-ended problem by breaking it up into smaller parts. <u>Skills</u> To use a variety of tools to create a program; To recognise an error in a program and debug it; To recognise that an algorithm will help me sequence more complex programs. TOIL: Can I share my ideas on Padlet? <u>Knowledge</u> Know that information on the world wide web needs to be checked for reliability, <u>Skills</u> To tell you whether a resource I am using is on the Internet, the school network or my	<u>Skills</u> To organise data in different ways; To collect data and identify where it could be inaccurate; To use a datalogger to record and share my readings with my friends Multimedia- Can I use effects to change images? <u>Knowledge</u> Know that technology can be used to create text, images and sounds. <u>Skills</u> To create different effects with different technology tools; To combine a mixture of text, graphics and sound to share my ideas and learning; To evaluate my work and improve its effectiveness.	To use an appropriate tool to share my work and collaborate online. Handling Data- Can I make a branching database? <u>Knowledge</u> Know a database can be used to collect, organise and sort information. <u>Skills</u> To talk about the different ways data can be organised; To search a ready-made database to answer questions; To collect data to help me answer a question; To add to a database; To make a branching database.
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	own device; To identify key words to use when searching safely on the World Wide Web To check who owns photos, text and clipart.		
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DT KS2 Year B		KS2	End of lower KS2 expectations
Design	Year B *knows how to use research for design ideas * knows how a design meets a range of requirements and is fit for purpose *knows how to begin to create own design criteria *knows at least one idea about how to create a product and suggest improvements for design. *knows how to produce a plan and explain it to others *knows how realistic plan is *knows how to use an annotated sketch *knows how to make and explain design decisions considering availability of resources * knows and explains how product will work *knows how to make a prototype *knows how to begin to use computers to show design		*Knows how to 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 *Knows how to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design

Make	* Knows suitable tools and equipment, explain choices in relation to required techniques and use accurately *Knows how to select appropriate materials, fit for purpose; explain choices * Knows to work through plan in order * Knows if product is going to be good quality * Knows how to measure, mark out, cut and shape materials/components with some accuracy *Knows how to assemble, join and combine materials and components with some accuracy *Knows and uses a range of finishing techniques with some accuracy	*Knows how to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately *Knows how to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
Evaluate	*Knows to design criteria while designing and making *Knows to use criteria to evaluate product * Knows how to begin to explain how they could improve original design *Knows how to evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose * Knows by whom, when and where products were designed * Knows how to research whether products can be recycled or reused * Knows about some inventors/designers/engineers/chefs/manufacturers of ground-breaking products	*Knows how to investigate and analyse a range of existing products. * Knows how to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. *Knows how key events and individuals in design and technology have helped shape the world

Geography Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		Europe A study of Scandinavia Recap/learn: where equator and tropics of cancer and Capricorn are Session 1: What/where is Scandinavia?		UK A comparison of Bath and the Exmoor Recap/learn: Latitude and longitude Session 1: What is it?		International Amazon rainforest Reca/learn: Locate Amazon in reference to UK using compass directions Session 1: Where is it?
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- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,		<i>KN: Know what the Scandinavian countries are (Denmark, Norway, Sweden)</i> <i>KN: Know where they are on a globe and in relation to the UK.</i> <i>KN: Know how to find the UK and Scandinavian countries on different maps (physical, climate and topography maps)</i> <i>Session 2 Can we get technical?</i> <i>KN: Know/recap where Scandinavia/UK is on a map and globe</i> <i>KN: Know the longitude and latitude of</i>		<i>KN – Know that Bath is a city in the UK</i> <i>KN – Know that Exmoor is a national park</i> <i>KN – Know that a national park is protected natural beauty, wildlife, and cultural heritage</i> <i>Session 2: Where is Bath and Exmoor?</i> <i>KN – Know where Bath and Exmoor are on a map</i> <i>KN – Know where to locate them on a globe</i> <i>KN – Know the information that can be learned by different maps (political, topography,</i>		<i>KN: Know how to use maps to locate the Amazon rainforest</i> <i>KN: Recap longitude and latitude</i> <i>KN: Know the meridian time zone of the Amazon</i> <i>Session 2: What makes a rainforest?</i> <i>KN: Know the structure of the rainforest</i> <i>KN: To know the different layers of the rainforest</i> <i>KN: To know the unique ecosystems of each layer</i> <i>Session 3: Why does deforestation happen?</i>
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a region in a European country, and a region within North or South America Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure		Scandinavia and the UK <i>KN: Know where the countries lie in relation to the equator and tropics of cancer and Capricorn. Make link to climate.</i> Session 3 How does it compare? Compare UK city with Scandinavian city (Bristol with Gothenburg) KN: Know the population of both cities (Gothenburg 600,000 Bristol 430,000) <i>KN: Know that Sweden is a bordered country but GB is an island</i> KN: Know the importance of		<i>physical, thematic etc.)</i> Session 3: How does the human geography compare? KN – Know what the human geography of Bath is KN – Know what the human geography of Exmoor is KN – Know how the human geography of Bath and Exmoor compare. Session 4 – How does the physical geography compare? KN – Know what the physical		<i>KN: Know what deforestation is</i> KN: Know the key causes of deforestation KN: Know the impacts of deforestation on biodiversity Session 4: What are the impacts of deforestation? KN: Know the environmental impact of deforestation <i>KN: Know how deforestation contributes to global warming.</i> Session 5: Surely there's no more threats? KN: Know about the threats to the rainforest
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grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		building a city around a river – (Bristol and Gothenburg both sit around a river) Session 4 – What's it like? Cont. KN: Know how the climate is similar/different in both cities KN: Know how the biomes of each city are similar/different (a geographic area defined by its climate, vegetation, and animal life) KN: Know how many lakes are in each country Session 5 – why do people visit?		geography of Bath is KN – Know what the physical geography of Exmoor is KN – Know how the physical geography of Bath and Exmoor compare. Session 5 – Why are they so different? KN – Know that Exmoor has not been built upon because it is protected KN – Know that Bath is a city and what that means for the human geography KN – Know that Bath has been built		KN: Know the human impacts on the rainforest e.g. mining, urbanisation Lesson 6 – What have I learned? Assess knowledge recall and use this lesson to fill in any gaps throughout the topic Skills SK – Locational: Locate South America on a map. SK – Locational: Identify key topographical features using a map
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		Compare tourism – KN: Know what landmarks are in Gothenburg (Liseberg, the Haga district, and the Feskekörka market) KN – Know what landmarks are in Bristol (SS Great Britain, Bristol Cathedral, Clifton Suspension Bridge) KN: Know the importance of tourism on the city including financial gain KN: Know and discuss why people want to visit the cities Lesson 6 – What have I learned?		up because of the River Avon KN – Know and discuss the reasons of physical geography for why one became a city and one has stayed countryside. Lesson 6 – What have I learned? Assess knowledge recall and use this lesson to fill in any gaps throughout the topic <u>Skills</u> SK – Locational: locate UK on a map particularly, Bristol and Exmoor		SK – Human: distribution of natural resources, types of settlement and land use. SK – Physical: climate zones, biomes, rivers. SK – Geographical and fieldwork: use maps, atlases, globes and digital mapping to locate the rainforest and describe the features.
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		Assess knowledge recall and use this lesson to fill in any gaps throughout the topic <u>Skills</u> SK – Locational: locate world countries on a map focusing on Europe (Scandinavia and UK) SK – Locational Identify position and significance of latitude, longitude, Equator, Tropics of Cancer and Capricorn. SK – Locational: Understand key topographical features and land-use patterns.		SK – Locational Identify position and significance of latitude, longitude, SK – Locational: Understand key topographical features and land-use patterns. SK – Place: Understand geographical similarities and differences of 2 local cities SK – Human and Physical: Identify human and physical geography of each place studied. SK – Geographical and fieldwork: Use maps, atlases and		
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		SK – Place: Understand geographical similarities and differences of a region in UK (Bristol) to a European country (Scandinavia – Gothenburg) SK – Human and Physical: Identify human and physical geography of each place studied. SK – Human and Physical: Identify how the climate is different to that of ours SK – Physical: Understand the physical geography including		globes and computer mapping to locate countries. SK – Geographical and fieldwork: use the eight compass points. Use fieldwork to observe, measure, record, and present the human and physical geography in a local area by comparing it to Bath and Exmoor		
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		mountains, volcanoes and earthquakes. SK – Geographical and fieldwork: Use maps, atlases and globes and computer mapping to locate countries. SK – Geographical and fieldwork: use the eight compass points.				
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By the end of Year B, learners will know where Scandinavia, Bath and the Amazon are on a map and describe human and physical features of the locations. They will study a city in Scandinavia and compare it with one of similar size in the UK. They will understand that countries can be made of range of environments with different climatic zones. They will know what life exists in the Rainforests and the key features of this ecosystem They will be able to use specific vocabulary to describe rainforests and have an understanding of the threats facing this ecosystem.

- changes in Britain from the Stone Age to the Iron Age - the Roman Empire and its impact on Britain - Britain's settlement by Anglo-Saxons and Scots - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - a local history study - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Vikings <u>Knowledge</u> 3/4 KN: Know where to plot on a timeline when the Vikings invaded/Viking era 3/4 KN: Know how to locate on a map where The Vikings came from and where they entered the UK 3/4 KN: Know who the Vikings were, where they came from and why they invaded (recognising that lack of farmland pushed them towards raiding.)		A Local Study of the wonderful place in which we live <u>Knowledge</u> 3/4 KN: Know key factors which make Watchet so significant (Ancient Mariner, Yankee Jack, harbour town etc) 3/4 KN: Know how to create a narrative of the history of Watchet over time, referring to key historical 3/4 KN: Know how to create a timeline for Watchet, plotting on its key historical points 3/4 KN: Know what life was like in			The Tudors Exploration focus <u>Knowledge</u> 3.4 Know who the Tudors were and recognize the significance of key monarchs, such as Henry VIII and Elizabeth I. 3/4 Know how the Tudor period shaped England's social and cultural development, including religion and society. 3/4 Know what life was like during Tudor times, covering aspects of daily life, food,
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Ancient Greece – a study of Greek life and achievements and their influence on the western world 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.	3/4 KN: Know what fuelled Viking invasions to Britain. Know what war tactics Vikings used, including weapons, attitudes and the effectiveness of the longships. 3/4 KN: Know what it was like to live and grow-up in Viking settlements, looking at houses, clothes, families, food, Norse mythology etc. 3/4 KN: Know how Alfred the Great against Viking rule (leading to the division between England and the Danelaw); the English reconquest (the defeat of Eric		Watchet as a coastal port throughout time. Know what made Watchet a thriving, significant port. 3/4 KN: Know the key developments that took place – changing technology, religion, travel; communities become larger and more connected; How might these have affected everyday life? With a focus on Watchet port and Watchet Railway. 3/4 KN: Know how the railway has changed over time. Know why it was so important in the local area, for			clothing, and social hierarchy. 3/4 Know why exploration was important to the Tudors, including their desire to expand trade, gain wealth, and find new resources. 3/4 Know about key Tudor explorers, such as Sir Francis Drake and John Cabot, and understand their achievements and discoveries. 3/4 Know the impact of Tudor exploration on both England and the places they visited, including changes in trade, knowledge of
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	Bloodaxe in 954 and the establishment of a single Kingdom of 'England'.); Ethelred, the Danegeld and the invasion of King Canute. 3/4 KN: Plot all of the above on an annotated timeline. <u>Skills</u> 3/4 SK His Inter: Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different 3/4 SK His Inv: Begin to undertake their own research		industry and tourism. (Possible walk down to the train station to investigate evidence of existing past parts still there) <u>Skills</u> 3/4 SK His Inv: Use a range of sources to find out about the past 3/4 SK His Inv: regularly address and sometimes devise own questions to find answers about the past 3/4 SK His Inv: Begin to undertake their own research			geography, and relationships with other countries. <u>Skills</u> 3/4 SK His Inv: Use a range of sources to find out about the past 3/4 SK His Inv: regularly address and sometimes devise own questions to find answers about the past 3/4 SK His Inv: Begin to undertake their own research 3/4 SK His Inv: Gather more detail from sources such as maps to build up a clearer picture of the past
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	<i>3/4 SK His Inv: Gather more detail from sources such as maps to build a clearer picture of the past</i> <i>3/4 SK His Inv: Construct informed responses about one aspect of life in the past through careful selection and organisation of relevant historical information</i> <i>3/4 SK Pres, org+comm: Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms</i>		<i>3/4 SK His Inv: Gather more detail from sources such as maps to build up a clearer picture of the past</i> <i>3/4 SK Chron Und: Sequence several events or historical figures on a timeline using dates</i>			<i>3/4 SK Chron Und: Sequence several events or historical figures on a timeline using dates</i>
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By the end of Year B:

Learners will develop a chronologically secure knowledge and understanding of British, local and world history through studies of the Vikings, Crime and Punishment through the Ages and a local study of the maritime history of Watchet. They will establish clear narratives within and across the periods they study. They will note connections, contrasts with previous areas of study and will use the appropriate historical terms. They will devise historically valid questions about change, cause, similarity and difference, and significance. They will understand how our knowledge of the past is constructed from a range of sources

MFL KS2 Year B	
Speaking and Listening	• Know and pronounce accurately the names of some countries and towns • Know and sing a song from memory on a related topic • Know how to listen with care • Know and select keywords and phrases from a story • Know how to ask and answer simple questions with correct intonation • Know and remember a sequence of spoken words • Know how to speak clearly and confidently • Know how to initiate a conversation when working with a partner • Know numbers 13-31
Reading	• Know words displayed in the classroom • Know and find additional vocabulary using a dictionary • Know how to read familiar words and join in with a non-fiction text / story
Writing	• Know how to write familiar words and simple phrases from a model • Know and write a short email using structures learnt
Knowledge about languages	• Know the main core structures and begin to use some actively. • Know phonemes that are the same as or different from English or other languages they know
Knowledge about the culture of France	• Know counties where French is spoken • Know aspects of lifestyle in France e.g. food or leisure activities • Know weather patterns of France

KS2 Year B Music		
Performing	Composing	Appraising
• Knows how to perform a single part of an ensemble rhythmically • Knows how to sing songs from memory with increasing expression, accuracy and fluency • Knows how to improvise using repeated patterns with increasing accuracy and fluency	• Knows notations can be used to record and interpret sequences of pitches • Knows notations are used to record compositions in a small group or on their own • Knows how to use notation in performance	• Knows why silence is used in a piece of music and say what effect it has • Knows and identifies the character of a piece of music • Knows and identifies the different purposes of music • Knows and uses musical words (pitch, duration, dynamics, tempo) to describe a piece of music and composition
Listening • Knows and uses a wider range of musical vocabulary • Knows how the interrelated dynamics of music are used by composers to create different moods and effects • Knows the cultural and social meaning of lyrics • Knows and appreciates harmonies, drone and ostinato • Knows sounds are combined towards certain effects • Knows the relationship between lyrics and melody		

KS2 Year B – Greater Depth		
• Knows and uses selected pitches simultaneously to produce simple harmony	• Knows and uses sets of pitches, e.g. 4 or 5 note scales • Knows how dynamics provide contrast	• Knows how a change in timbre can change the effect of a piece of music

KS2 Year B PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
♣ Use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate applying basic principles suitable for attacking and defending. ♣ Develop flexibility, strength, technique, control and balance ♣ Perform dances using a range of movement patterns.	Unit 1 Multi-ability Cog Focus: Personal and Social. <u>Knowledge</u> I know how to develop coordination through footwork. <u>Skills</u> (Recap and master all previous skills in KS1) 3SK: Combine 3-step zigzag patterns with cross-over (swerve) when	Unit 2 Multi-ability Cog Focus: Personal and Social. <u>Knowledge</u> I know how to perform a dynamic balance by jumping and landing. <u>Skills</u> (Recap and master all previous skills in KS1) 3SK: Jump 2 feet to 2 feet forwards, backwards and	Unit 3 Multi ability cog focus: Cognitive <u>Knowledge</u> I know how to perform a dynamic balance on a line. <u>Skills</u> (Recap and master all previous skills in KS1) 3SK: Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel	Unit 4 Multi ability cog focus Creative <u>Knowledge</u> I know how to develop coordination by sending and receiving. <u>Skills</u> (Recap and master all previous skills in KS1) 3SK: Alternately throw and catch 2 tennis balls against a wall.	Unit 5 Multi ability cog focus: Physical <u>Knowledge</u> I know how to develop agility through reaction and response. <u>Skills</u> (Recap and master all previous skills in KS1) From 1, 2 and 3 metres: 3/4SK: React and step across body, bring hand across body and catch tennis ball	Unit 6 Multi ability cog focus: Health and Fitness <u>Knowledge</u> I know how to develop agility through sending and retrieval. <u>Skills</u> (Recap and master all previous skills in KS1) 3SK: Alternately throw and catch 2 tennis balls against a wall.

♣ Compare their performances with previous ones and demonstrate improvement to achieve their personal best. ♣ Take part in outdoor and adventurous activity challenges both individually and within a team. (Link to Geography)	changing lead leg. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction. 4SK: Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction. <u>Knowledge</u> I know how to perform a static balance on one leg.	side-to-side with control. 3SK: Hop forward and backwards, freezing on landing. 4SK: Jump 1 foot to other forwards and backwards, freezing on landing. 4SK: Hop sideways, raising knee and freezing on landing. 4SK: Jump 1 foot to other sideways, raising knee and freeze on landing.	to toe landing. 3SK: Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). 4SK: Lunge walk forwards, bringing opposite elbow up to a 90° angle. 4SK: Complete all red challenges with eyes closed with... <u>Knowledge</u> I know how to develop coordination	3SK: Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). 4SK: Throw 2 tennis balls against a wall in a circuit, in both directions. <u>Knowledge</u> I know how to perform a counter balance with a partner. <u>Skills</u> 3SK: Stand on 1 leg holding with 1 hand, lean back,	after 1 bounce with quick reaction and good acceleration. <u>Knowledge</u> I know how to perform a static balance during floor work. <u>Skills</u> 3SK: Transfer tennis ball on and off back in a front support. 3SK: Transfer cone on and off tummy in back support. 4SK: Transfer tennis ball on and	3SK: Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). 4SK: Throw 2 tennis balls against a wall in a circuit, in both directions. <u>Knowledge</u> I know how to perform a static balance in a stance. <u>Skills</u> 3SK: Raise alternate knees to
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	<u>Skills</u> 3SK: Stand still on uneven surface for 30 seconds. 3SK: Complete 10 squats into ankle extensions with control. 4SK: Stand still on uneven surface for 30 seconds with eyes closed. 4SK: Complete 5 squats with eyes closed with stability.	<u>Knowledge</u> I know how to perform a static balance while seated. <u>Skills</u> 3SK: Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). 3SK: Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions).	through ball skills. <u>Skills</u> In 20 seconds or less: 3SK: Stand with legs apart and move ball in figure of 8 around both legs 12 times. 3SK: Move ball around waist into figure of 8 around both legs 10 times. 4SK: Move ball around waist and then around alternate legs 12 times.	hold balance and then move back together with controlled movements. 4SK: Stand on 1 leg while holding on to partner's opposite foot with co-ordinated movements.	off tummy in back support with good balance.	opposite elbow 5 times. 3SK: Catch large ball thrown at knee height and above head. 4SK: Catch large ball thrown away from body. 4SK: Catch small ball thrown close to and away from body.
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		4SK: Hold a V-shape with straight arms and legs for 10 seconds.	4SK: Stand with legs apart and perform 24 criss-crosses, with and then without a bounce.			
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KS2 Year B PSHE			
Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What strengths, skills and interests do we have ?	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	- how to recognise personal qualities and individuality - to develop self-worth by identifying positive things about themselves and their achievements - how their personal attributes, strengths, skills and interests contribute to their self-esteem - how to set goals for themselves - how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking	Premier League Primary Stars – Self-esteem / Resilience FPA – Growing up with Yasmine and Tom (7-9), Me, myself and I (E)
Autumn 2 How do we treat each other with respect?	Relationships Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R28, R29, R30, R31, R32, R33, R34, R35, R36, R37, R38, R39, R40, R41, R42, R43, R44, R45, R46, R47, R48, R49, R50, R51, R52, R53, R54, R55, R56, R57, R58, R59, R60, R61, R62, R63, R64, R65, R66, R67, R68, R69, R70, R71, R72, R73, R74, R75, R76, R77, R78, R79, R80, R81, R82, R83, R84, R85, R86, R87, R88, R89, R90, R91, R92, R93, R94, R95, R96, R97, R98, R99, R100	- how people's behaviour affects themselves and others, including online - how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return - about the relationship between rights and responsibilities	Premier League Primary Stars – Play the right way / Inclusion 1decision – Being responsible / A world without judgement E Alzheimer's Society – Creating a dementia friendly

Spring 1 How can we manage our feelings?	Health and wellbeing Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23	• how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings	PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4)
Spring 2 How will we grow and change?	Health and wellbeing Growing and changing; puberty PoS refs: H31, H32, H34	• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty	Medway Public Health Directorate – Primary RSE lessons (Y4/5), 'Puberty' Betty – It's perfectly natural FPA – Growing up with Yasmine and Tom (7-9), Body care (E) FPA – Growing up with Yasmine and Tom (9-11), Changes at puberty (E)
Summer 1 How can our choices make a difference to others and the environment?	Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34	• how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way	Premier League Primary Stars / Sky Ocean Rescue – Tackling plastic pollution RSPCA – Compassionate classroom lessons Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation) 1decision – Being responsible / The working world E Experian – Values, Money and Me (KS2)

Summer 2 How can we manage risk in different places?	Health and wellbeing Keeping safe; out and about; recognising and managing risk PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15	• how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law	PSHE Association and GambleAware -Exploring risk (KS2) Google & Parentzone – Be Internet Legends NSPCC – Share Aware Islington Healthy Schools Team – DrugWise E FPA – Growing up with Yasmine and Tom (7-9), Is it risky? (E) *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020
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KS2 Year B RE	<u>What do Christians believe about God?</u> Know that Christians believe the Bible talks about what God is like and his relationship with people who believe in him. Understand what the Bible says about God as a heavenly parent (Father). Understand what the Bible says about God, the Holy Spirit. Know about the significance of the Holy Trinity. Know the difference between a church and a church building. Know how a person is welcomed into the Christian Church through baptism. <u>What do Christians believe about Incarnation?</u>	<u>What do Jewish people believe about G-D, the Covenant and the Torah?</u> Know that G-d first made his covenant agreement with Abraham. Know the story of Moses, the exodus and receiving 10 commandments Know that the Covenant involves being G-d's Chosen People and obeying commandments Know that Passover is celebration of the exodus and how it is celebrated Know that Jews believe in one G-d who is placed above all else Know about the symbolism of the Shema and Mezuzah Know that Jews attend the synagogue on the Sabbath Know what happens during a service at the synagogue Know how respect is shown for the Torah in the synagogue	<u>What do Muslim people believe about Islam and Iman?</u> Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote them down and formed a book – the holy Qur'an. Know that Muslims believe that the Qur'an is a copy of God's holy book Understand that the Qur'an is treated with great respect by Muslims Know that God's message is known as the 'Straight Path' or the Shariah Understand that praying 5 times a day, which is prescribed in the Qur'an, is one way Muslims submit to the will of Allah. <u>Methodist Unit Warm Hearts</u>
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	• Know the names that Christians use to describe Jesus. • Know about the significance of Jesus' baptism. • Know that Christians believe Jesus is the Son of God. • Know stories from the Bible of Jesus' miracles and what they say about Jesus.	Know about the Tefillin and why it is worn Know that the Torah is written in Hebrew <u>Methodist Unit Warm Hearts</u> Know the meaning behind the story of Jesus' resurrection Explore the idea of warmed hearts in the context of Easter Sunday Know that Christians believe that Jesus is alive today	• Know music enables Christians to express their thoughts and feelings in worship • Know how to respond personally to music they have heard • Identify the significance of music to Christian communities • Know the special place music has for Methodist Christians
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KS2 Year B Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
- ask relevant questions and using different types of scientific enquiries to answer them - set up simple practical enquiries, comparative and fair tests. - gather, recording, classifying and presenting data in a variety of ways to help in answering questions - report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - Use straightforward scientific evidence to answer questions or to support their findings.	States of matter – What's the matter? Knowledge Know how to distinguish between a solid, liquid and gas. Know that some materials change state when they are heated or cooled. Know the temperatures at which ice, water and water vapour change state. Know the part played by evaporation and condensation in the water cycle. Skills	Electricity– Electric personalities Knowledge Know appliances that require electricity to function Know the basic parts of a circuit including cells, wires, bulbs, switches and buzzers Know that for an appliance to work within a circuit, it has to be part of a complete loop with a battery. Know that a switch in a circuit is a temporary break in	Sound– Sound spectacular Knowledge Know how sounds are made, associating some of them with vibrating. Know how sound travels from a source to our ears. Know the correlation between pitch and the object. Know the correlation between the volume of a sound and the strength of the vibrations that produced it. Know that sounds get fainter as the	Habitats– A world of Living Things Knowledge Know that living things can be grouped in a variety of ways. Know and can name living things in a range of habitats. Skills Observe plants and animals in different habitats throughout the year and use recordings to compare and contrast the living things observed. Explore and use classification keys to help group, identify	Animals including Humans – The Circle of life Knowledge Know the basic parts of the digestive system in humans. Know and can identify the different types of teeth in humans and their simple functions. Know which organisms are producers, predators and prey and apply to the construction and interpretation of food chains Skills	Living things and their habitat Habitat Helpers Knowledge Know and can relate the key adaptational features of an organism to the known features of its habitat. Know and can give examples of how an environment may change both naturally and due to human impact Skills Create a simple identification key based on observable features.

	Observe closely and classify a range of solids and liquids. Explore making gases visible Classify materials according to whether they are solids, liquids and gases. Observe a range of materials melting. Investigate how to melt ice more quickly. Observe the changes that are non-reversible relating (common ingredients).	an otherwise 'complete circuit'. Know all metals conduct electricity but some, such as aluminium and titanium, are relatively poor conductors. Know the recognised symbols used to represent components of a circuit and uses these to represent a circuit pictorially. Skills Construct and investigate a range of circuits. Investigate which materials can be used instead of wires to make a circuit.	distance from the sound source increases Skills Experiment with at least three different instruments to observe and explore volume and pitch. Make predictions and draw conclusions about the pitch and volume of sounds. Note how vibrations make sounds of different volumes and travel to our ears. Identify and show how sound travels through particles and into the ear.	and name a variety of living things in their local and wider environment. Classify living things found in different habitats based on their features. Create a simple identification key based on observable features Use research to explore human impact on the local environment e.g. litter, tree, planting. Use secondary sources to find out about how environments may naturally change. Use secondary sources to find out	Construct and interpret a variety of food chains, identifying producers, predators and prey. Can create food chains based on research. Identifies differences, and similarities of different types of teeth according to herbivore, omnivore and carnivore. Can record the teeth in their mouth (make a dental record). Recreate the human stomach and observe representation of how food breaks down.	Use research to explore human impact on the local environment e.g. litter, tree, planting. Use secondary sources to find out about how environments may
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	Investigate melting point of different materials. Explore freezing different liquids. Observe and measure temperature of icy water, tap water, hot water. Observe water evaporating and condensing. Set up investigations to explore changing the rate of evaporation. Use secondary sources to find out about the water cycle.	Classify materials that conduct electricity and those that don't following investigation and record findings. Investigate the effect of a switch and combinations of switches in simple circuits. Investigate switches and consider variations for specific uses, such as a pressure switch for a burglar alarm. Apply their knowledge of conductors and insulators to design and make different types of switch.	Make own instruments that produce a range of pitches.	about human impact, both positive and negative, on environments and write a report on this.	Label the different parts of the digestive system.	
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	Using their data, can explain what affects how quickly a solid melt. From their data, can explain how to speed up or slow down evaporation. Present learning about the water cycle in a range of ways e.g. diagrams, explanation text, story of a water droplet.					
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By the end of Year B:

Learners are able to distinguish between a solid, liquid and a gas. They know that materials can change states. They know the basic parts of a circuit and know appliances which use electricity. They know how sounds are made and how sound travels to our ears. They can name living things in different habitats. They understand the digestive system and the function of the different teeth. They understand food chains and can use appropriate scientific vocabulary.