

South Moreton School
Key Stage 2 Curriculum

Please note that teaching and learning, and curriculum ethos and practice, follow our whole school curriculum policy. This is outlined in our curriculum overview document on the school website. Reception teaching loosely follows the content below, with the intent and implementation outlined in the Reception Curriculum Overview.

Cycle D: Puffins

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Text: Kai and the Monkey King Poetry: Michael Rosen's A-Z 100 best poems	Arthur and the Golden Ropes Leo and the Gorgon Curse Mary and the Riddle of the Sphinx Riddle poetry: Treasure	Crindlekrax Adventure stories Crocodiles NCR	The Wild Robot How to Survive on an Island	Roald Dahl author study Biography Formal letter The Windmill Farmer (film unit)	Roald Dahl persuasive Writing Earth First poetry
	English teaching and learning also covers Spelling, Handwriting and Reading. Grammar is taught through writing opportunities above.					
Maths	White Rose Scheme and Progression	White Rose Scheme and Progression	White Rose Scheme and Progression	White Rose Scheme and Progression	White Rose Scheme and Progression	White Rose Scheme and Progression
Science	Year 3: Plants Year 4: Living things and their habitats	Year 3: Animals, including humans Year 4: Animals, including humans	Year 3: Rocks Year 4: Sound	Year 3: Light Year 4: States of Matter	Year 3: Forces and Magnets Year 4: Electricity	Year 3: Scientific Enquiry Year 4: Scientific Enquiry
	Scientific enquiry covered across all topics					
Computing	Year 3: E-safety Typing Year 4: Copyright and ownership (Project Evolve) Inside a Computer	Year 3: Programming in Scratch Year 4: Programming in Scratch	Year 3: Programming in Kodu Year 4: Internet Research	Year 3: Digital Art Year 4: Data Handling	Year 3: 3D Design Year 4: 3D Design	Year 3: Branching Databases Year 4: Animation

History			Anglo Saxons	Anglo Saxons and Vikings		The Railways / Farming - history over time in our locality
Geography	Mapping	Fieldwork			Volcanoes and Earthquakes	
P.E.	Basketball Hockey	Rugby Yoga	Volleyball Netball	Gymnastics Badminton	Dance Cricket	Rounders Athletics
D.T.	Electrical systems		Food Technology		Textiles	
Art		Geometric forms (drawing)		Printmaking		Sculpture
Music	A Shining Performance	Christmas performance learning	Music and Video	Exploring Musical Contrasts	Music and Sounds	Summer performance incl listening and appraising
MFL	Unit 1 Myself and Others (14 lessons) Singular 'être' and regular adjectives EU day of languages Numbers 'il y a', plural nouns		Unit 2 What I and others have (10 lessons) Singular 'avoir' and nouns		Unit 4 People, places, things (9 lessons) Adjective agreement, subject pronouns 'it' Unit 5 What I and others like doing (4 lessons) 2-verb phrases	
RE	LKS2: How do religions express beliefs about God? (Symbolism) <i>Hinduism</i>	LKS2: How do religions express beliefs about God? (Symbolism) <i>Christianity</i>	LKS2: Why are sacred texts important? <i>Islam</i>	LKS2: Why are sacred texts important? <i>Christianity</i>	LKS2: What do our celebrations show? (Festivals) <i>Hinduism</i>	LKS2: What do our celebrations show? (Festivals) <i>Religious and non-religious perspectives</i>
PSHE	Wellbeing Day 1: Friendship Growth Mindset Zones of Regulation 5 Keys to Wellbeing (Inside Out) Global Citizenship British Values Keeping Safe Curriculum		Wellbeing Day 2: Families Growth Mindset Zones of Regulation 5 Keys to Wellbeing (Inside Out) Global Citizenship British Values Keeping Safe Curriculum		Wellbeing Day 3: Inside Out project Growth Mindset Zones of Regulation 5 Keys to Wellbeing (Inside Out) Global Citizenship British Values Keeping Safe Curriculum	

Cycle D: Herons

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Text: Nevermore Narrative: Descriptive using figurative language(based on Nevermore) Non narrative: Formal letter Poetry: Narrative poem- The Raven	Film: The one for all Narrative: Non narrative: Biography (based on The one and all) Poetry Remembrance (war poetry) Haiku	Text: The Nowhere Emporium Narrative Suspense narrative based on The Nowhere Emporium) Non narrative Poetry Metaphor	Text: Beowulf Narrative Descriptive writing (based on Beowulf) Non narrative Newspaper report Poetry: kennings	Text: Macbeth Narrative: Descriptive Writing (witches on the heath) Non narrative Argument writing Poetry: Personification	Film: The tale of the three brothers (film) Narrative Descriptive (based on The film) Non narrative Non Chronological report Poetry Narrative and simile
	English teaching and learning also covers Spelling, Handwriting and Reading. Grammar is taught through writing opportunities above.					
Maths	White Rose Scheme and Progression	White Rose Scheme and Progression	White Rose Scheme and Progression	White Rose Scheme and Progression	White Rose Scheme and Progression	
Science	Year 4: Living things and their habitats Year 5: Living Things and their Habitat	Year 4: Animals including humans Year 5: Animals including humans	Year 4: Sound Year 5: Materials and their properties	Year 4: States of Matter Year 5: Earth and Space	Year 4: Electricity Year 5: Forces	Year 4 and 5 Scientific Enquiry
	Scientific enquiry covered across all topics					
Computing	Year 4: Project evolve Copyright and ownerships ilearn2 inside a computer Year 5: ilearn2: E-safety	Year 4: ilearn2 Programming in scratch Year 5: ilearn2: Programming in Scratch	Year 4: ilearn2 Internet Research Year 5: ilearn2: Programming with Sphero	Year 4: ilearn2 Data Handling Year 5: ilearn2: Text Based Programming	Year 4: ilearn2: 3D Design Year 5: ilearn2: Computer Networks and the Internet	Year 4: ilearn2: Animation Year 5: ilearn2: Data Handling
History			Anglo Saxons	Anglo Saxons and Vikings		The Railways / Farming - history over time in our locality
Geography	Mapping Skills	Fieldwork			Volcanoes and Earthquakes	

P.E.	Basketball Hockey	Rugby Yoga	Volleyball Netball	Gymnastics Badminton	Dance Cricket	Rounders Athletics
D.T.	Electrical systems		Food Technology		Textiles	
Art		Geometric forms (drawing		Printmaking		Sculpture
Music	Melody and Harmony in Music <i>How Does Music Bring Us Together?</i>	Christmas performance learning	Composing and Chords <i>How Does Music Improve Our World?</i>	Feelings through Music <i>How Does Music Teach Us About Our Community?</i>	Freedom to Improvise <i>How Does Music Shape Our Way of Life?</i>	Summer performance incl listening and appraising
MFL	Unit 1: Myself and others (10 lessons) Plural 'être' and regular adjectives EU day of languages Numbers 'il y a', plural nounss		Unit 2 Celebrations in France and Haiti (6 lessons) Plural -er verbs, est-ce que, negation		Unit 3 What I and others have (8 lessons) Plural 'avoir' and nouns	
RE	Year 4 (LKS2): How do religions express beliefs about God? (Symbolism) <i>Hinduism</i> Year 5 (UKS2): How did religions/world views begin? (Founders/prophets) <i>Buddhism</i>	Year 4 (LKS2): How do religions express beliefs about God? (Symbolism) <i>Christianity</i> Year 5 (UKS2): How did religions/world views begin? (Founders/prophets) <i>Christianity and Humanism</i>	Year 4 (LKS2): Why are sacred texts important? <i>Islam</i> Year 5 (UKS2): How do beliefs influence care for the world? (creation/environment) <i>Sikhism</i>	Year 4 (LKS2): Why are sacred texts important? <i>Christianity</i> Year 5 (UKS2): How do beliefs influence care for the world? (creation/environment) <i>Christianity</i>	Year 4 (LKS2): What do our celebrations show? (Festivals) <i>Hinduism</i> Year 5 (UKS2): What do religions/world views suggest about how to live? (Ethics) <i>Non-religious perspectives</i>	Year 4 (LKS2): What do our celebrations show? (Festivals) <i>Religious and non-religious perspectives</i> Year 5 (UKS2): What do religions/world views suggest about how to live? (Ethics) <i>Islam and Judaism</i>
PSHE	Wellbeing Day 1: Friendship Growth Mindset Zones of Regulation 5 Keys to Wellbeing (Inside Out) Global Citizenship British Values Keeping Safe Curriculum		Wellbeing Day 2: Families Growth Mindset Zones of Regulation 5 Keys to Wellbeing (Inside Out) Global Citizenship British Values Keeping Safe Curriculum		Wellbeing Day 3: Inside Out project Growth Mindset Zones of Regulation 5 Keys to Wellbeing (Inside Out) Global Citizenship British Values Keeping Safe Curriculum	

Cycle D: Red Kites

	Term 1	Term 2	Term 3	Term 4	Term 5	
English	The Arrival (Shaun Tan) Narrative	Road's End (film unit) Narrative	The Barnabas Project (Fan Brothers)	The Red Mistake (film unit) Dialogue	Kensuke's Kingdon (Michael Morpurgo)	Editing, consolidation and publishing
	Survivors (David Long)	The Explorer (Katherine Rundell)	The Night Bus Hero (Onjali Q. Rauf)	Tuesday (David Weisner)	Faded (film unit)	Transition
	Poetry					
	English teaching and learning also covers Spelling, Handwriting and Reading. Grammar is taught through writing opportunities above.					
Maths	White Rose Scheme and Progression	White Rose Scheme and Progression	White Rose Scheme and Progression	White Rose Scheme and Progression	White Rose Scheme and Progression	
Science	Electricity	Evolution and Inheritance	Evolution and Inheritance	Living Things and their Habitats	Animals including humans	Light
	Scientific enquiry covered across all topics					
Computing	Year 6 Project Evolve: E-safety - copyright and ownership	Year 6 Ilearn2: Programming in Scratch	Year 6 Ilearn2: Python Programming Binary Code	Year 6 Ilearn2: HTML	Year 6 Ilearn2: Virtual Reality	Year 6 Ilearn2: Machine Learning and AI Data Detectives
History			Anglo Saxons	Anglo Saxons and Vikings		The Railways / Farming - history over time in our locality
Geography	Mapping Skills	Fieldwork			Volcanoes and Earthquakes	
P.E.	Basketball Hockey	Rugby Yoga	Volleyball Netball	Gymnastics Badminton	Dance Cricket	Rounders Athletics
D.T.	Electrical systems		Food Technology		Textiles	
Art		Geometric forms (drawing)		Printmaking		Sculpture
Music	Musical Structures <i>How Does Music Bring Us Closer Together?</i>	Christmas performance learning	Creative Composition <i>How Does Music Improve Our World?</i>	Musical Styles Connect Us <i>How Does Music Teach Us About Our Community?</i>	Improvising with Confidence <i>How Does Music Shape Our Way of Life?</i>	Summer performance incl listening and appraising

MFL	Unit 1 School (3 lessons) 'Avoir', 'être', 'il y a' and regular verbs in the present Unit 2 Where I am going (3 lessons) 'Aller' singular persons, 'où est-ce que' EU day of languages Numbers 'il y a', plural nouns		Unit 3 What I and others do (lessons 1-5) 'Faire singular persons, 'qu'est-ce que...'		Unit 3 What I and others do (lessons 6-10) 'Faire singular persons, 'qu'est-ce que...'	
RE	(UKS2): How did religions/world views begin? (Founders/prophets) <i>Buddhism</i>	(UKS2): How did religions/world views begin? (Founders/prophets) <i>Christianity and Humanism</i>	(UKS2): How do beliefs influence care for the world? (creation/environment) <i>Sikhism</i>	(UKS2): How do beliefs influence care for the world? (creation/environment) <i>Christianity</i>	(UKS2): What do religions/world views suggest about how to live? (Ethics) <i>Non-religious perspectives</i>	(UKS2): Why don't all members of a religion live the sWhat do religions/world views suggest about how to live? (Ethics) <i>Islam and Judaism</i>
PSHE	Wellbeing Day 1: Friendship Growth Mindset Zones of Regulation 5 Keys to Wellbeing (Inside Out) Global Citizenship British Values Keeping Safe Curriculum		Wellbeing Day 2: Families Growth Mindset Zones of Regulation 5 Keys to Wellbeing (Inside Out) Global Citizenship British Values Keeping Safe Curriculum		Wellbeing Day 3: Inside Out project Growth Mindset Zones of Regulation 5 Keys to Wellbeing (Inside Out) Global Citizenship British Values Keeping Safe Curriculum	