

Cycle A: 2023-24		Lower Key Stage 2: Class 3						Upper Key Stage 2: Class 4						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p><b>English</b></p> <p>Reading continues to be a key focus of the curriculum in Key Stage 2. Children benefit from whole class reading lessons which develop fluency and vocabulary in order to secure better comprehension. In Key Stage 2, Children learn spellings through a programme we have designed and is aligned with the National Curriculum. Key texts and themes which drive the work for each unit are identified here.</p>		<p><b>Whole Class Read:</b> The Creakers by Tom Fletcher</p> <p><b>Text type focus:</b> Defeating monsters story</p>	<p><b>Whole Class Read:</b> The Creakers by Tom Fletcher</p> <p><b>Text type focus:</b> Poetry Recount</p>	<p><b>Whole Class Read:</b> The Land of Roar by Jenny McLachlan</p> <p><b>Text type focus:</b> Suspense story</p>	<p><b>Whole Class Read:</b> The Land of Roar by Jenny McLachlan</p> <p><b>Text type focus:</b> Information/explanation text</p>	<p><b>Whole Class Read:</b> Charlie and the Chocolate factory by Roald Dahl</p> <p><b>Text type focus:</b> Warning story Poetry</p>	<p><b>Whole Class Read:</b> Charlie and the Chocolate factory by Roald Dahl</p> <p><b>Text type focus:</b> Persuasion</p>	<p><b>Whole Class Read:</b> The Boy at the Back of the Class by Onjali Q. Rauf</p> <p><b>Text type focus:</b> Suspense stories Shape poems</p>	<p><b>Whole Class Read:</b> The Boy at the Back of the Class by Onjali Q. Rauf</p> <p><b>Text type focus:</b> Discussion Poetry – The Highwayman</p>	<p><b>Whole Class Read:</b> ITCH! by Simon Mayo</p> <p><b>Text type focus:</b> Explanation</p>	<p><b>Whole Class Read:</b> ITCH! by Simon Mayo</p> <p><b>Text type focus:</b> Warning story</p>	<p><b>Whole Class Read:</b> Percy Jackson &amp; the Lightning Thief by Rick Riordan</p> <p><b>Text type focus:</b> Defeating the monster story</p>	<p><b>Whole Class Read:</b> Percy Jackson &amp; the Lightning Thief by Rick Riordan</p> <p><b>Text type focus:</b> Journey/ Quest Recount</p>	
<p><b>Maths</b></p> <p>We use <b>White Rose</b> curriculum planning as the basis for our scheme of work. There are three main priorities for our mathematics curriculum in Key Stage 2:</p> <ul style="list-style-type: none"> <li>Developing fluent and efficient calculation skills</li> <li>Securing confident use of vocabulary</li> <li>Working mathematically and applying maths in real life.</li> </ul>		Place Value Addition and Subtraction	Multiplication and Division	Length, Perimeter and Area Fractions	Decimals Mass and Capacity Place Value	Time Position and Direction Money	Statistics Calculation Shape	Place Value Calculation: Four operations	Fractions Geometry (position and direction)	Decimals Percentages Algebra	Measurement (perimeter and area) Volume Ratio	Statistics Properties of shape (including angles)	Consolidation and application.	
<p><b>Science</b></p> <p>Our scheme of work for science is supported by <b>Developing Experts</b> science resources. Through all the units outlined here, pupils gradually learn the skills of working scientifically so that by the end of Year 6 they are ready for the secondary curriculum. More detail about how our curriculum for science is organised can be found on our progression map.</p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Science &amp; Technology</b></p>	<p><b>Physics: Electricity</b> Simple circuits including switches. Insulators and conductors</p>	<p><b>Physics: Forces &amp; magnets</b> Introduction to forces as a push or a pull. Magnetism as a force.</p>	<p><b>Biology: All living things:</b> Classifying living things</p>	<p><b>Biology: All living things:</b> Environments</p>	<p><b>Biology: Plants</b> Parts of a plant and their function. Life cycle of a flowering plant including pollination, germination and seed dispersal.</p>	<p><b>Physics: Forces</b> More abstract ideas about gravity, friction, and air resistance.  Levers, pulleys and gears.</p>		<p><b>Physics: Electricity</b> Circuit diagrams.  How light travels and how we see things. How shadows are formed.</p>		<p><b>Biology: Evolution</b> Evolution &amp; inheritance</p>		
<p><b>Computing</b></p> <p>There are three strands to our computing scheme of work. <b>Computer Science</b> is taught using units of work from Espresso Coding, Plan IT and Rising Stars. <b>Digital Literacy</b> content is largely taught as part of the PHSE curriculum, though some additional content is included about how information systems work. <b>Using IT</b> is taught in the context of other subjects.</p>			<p><b>Computer Science:</b> Construction and Control: Lego Wedo <b>Digital Literacy:</b> Servers, Folders and files.</p>	<p><b>Computer Science:</b> Game design Block coding using <i>Scratch</i>. Algorithms that include a repeat loop <i>Espresso Coding Level 4</i>. <b>Digital Literacy:</b> How the Internet works and how to use it safely.</p>		<p><b>Digital Literacy:</b> Online behaviour <b>Using IT:</b> Editing and publishing (Word).</p>		<p><b>Computer Science:</b> Construction and control: Lego Mindstorms <b>Digital Literacy:</b> Fake News- how can you tell if what you read is true?</p>		<p><b>Computer Science:</b> Website editors (<i>Rising Stars 'Learn to code' bk 2 unit 3</i>) <b>Using IT:</b> Combining text and images</p>		<p><b>Computer Science:</b> Online behaviour <b>Using IT:</b> Data functions on Excel (<i>Rising Stars 'Learn to code' bk 1 unit 3</i>)</p>		
<p><b>DT</b></p> <p>We use Twinkl Plan IT scheme to support children's learning in DT. Children develop technical knowledge through undertaking a range of projects requiring them to design, make and evaluate their work.</p>			<p><b>Electrical systems:</b> Battery operated lights</p>		<p><b>Mechanisms &amp; levers:</b> Mechanical posters</p>		<p><b>Cooking &amp; nutrition:</b> Edible garden</p>			<p><b>Textiles:</b> Felt phone cases.</p>		<p><b>Cooking &amp; Nutrition:</b> Seasonal cooking.</p>		<p><b>Design:</b> Programming adventures</p>
<p><b>Art</b></p> <p>We have designed our own art curriculum.</p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Expressive Arts</b></p>		<p><b>Collage</b></p>	<p><b>Printing:</b> press printing</p>	<p><b>Drawing:</b> buildings/cityscapes</p>		<p><b>Painting:</b> Pointillist</p>		<p><b>Printing:</b> Block Reduction</p>	<p><b>Drawing:</b> Textures/landscapes</p>		<p><b>Painting:</b> Impressionist</p>	<p><b>Sculpture</b></p>
<p><b>Music</b></p> <p>Our curriculum for Music develops musical skills in listening, singing, playing, improvising, composing and performing and is supported by the <b>Charanga</b> teaching resource.</p>			<p>Let your spirit fly</p>	<p>Mamma Mia</p>	<p>Recorders</p>	<p>The dragon song</p>	<p>Lean on me</p>	<p>Reflect, Rewind &amp; Replay</p>	<p>Reflect, Rewind &amp; Replay</p>	<p>Living on a prayer</p>	<p>A new year carol</p>	<p>Make you feel my love</p>	<p>Happy</p>	<p>Classroom Jazz</p>



# Cycle A: 2023-24

## Lower Key Stage 2: Class 3

## Upper Key Stage 2: Class 4

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History</b> Our scheme of work for History aims to develop a sense of chronology in key historical events alongside the key skills of historical enquiry and a sense of curiosity about events in the past.	<b>Knowledge &amp; Understanding of the</b>	How did the arrival of the Romans change Britain? Story of Boudicca		Who were the Anglo Saxons and how do we know what was important to them		Why were castles so important to the Normans?  Trip Orford Keep		Why was winning the Battle of Britain so important?		The siege of Colchester English Civil War: (local study)		The story of the Trojan horse-	
		<b>Geography</b> We use <b>Connected Geography</b> to support our geography curriculum. It teaches children the required content of the National Curriculum alongside key skills of geographical enquiry and an appreciation of the beauty and diversity of our world. In Key Stage 2 children are introduced to some of the issues and problems facing our world.	What is the sunshine state really like?		Why do so many people live in megacities?		How can we live more sustainably?		How do Volcanoes affect the lives of people in Hiemaey?		How is climate change affecting the world?		What is a river?  River study fieldwork
		<b>RE</b> We follow the Essex Agreed Syllabus for RE using the <b>Saffron Academy Trust</b> RE Scheme.	How do people express commitment to a religion?	What is the Trinity?	What is philosophy? How do people make moral decisions?	What do Muslims believe about God?	What difference does being a Muslim make to daily life?		Is believing in God reasonable?	How has belief impacted on music and art through history?	Why should we be good?	What difference does the resurrection make to Christians?	How do Hindus make sense of the world?
<b>PE</b>	<b>Healthy Lifestyles</b>	Gym: balance Tennis Swimming	Dance Invasion games	OAA Squash	Invasion games	Gym: rolling Striking & fielding	Striking & fielding Athletics	Learn the Jive Squash football	Squash Football	Gym: bridging Invasion games	Gym: flight Invasion games	Athletics Striking & fielding	Athletics Striking & fielding
<b>PSCHE</b> Our curriculum for personal, social and health education (PSHE) and Sex and Relationships Education (RSE) has been developed with reference to the PSHE association model scheme of work for primary schools.		Families and friendships Ourselves, growing and changing	Shared responsibilities and communities	Respecting self and others Media Literacy and digital resilience Keeping safe	Healthy lifestyles Drugs, alcohol and tobacco	Safe relationships Mental health	Economic wellbeing	Families and friendships Ourselves, growing and changing	Shared responsibilities and communities	Respecting self and others Media Literacy and digital resilience Keeping safe	Healthy lifestyles Drugs, alcohol and tobacco	Safe relationships Mental health	Economic wellbeing
<b>National days &amp; whole school events</b>		Harvest Black history month	Road safety Anti-bullying day Christmas	Safer Internet day	World book day Arts week Easter	Health awareness Outdoor learning week	Growth Mindset: Resilience Sports day	Harvest	Road safety Bikeability Christmas	Safer Internet day	World book day Arts week Easter	Health awareness Outdoor learning week	Growth Mindset: Resilience Sports day
<b>Languages</b> In Key Stage 2, we teach German. Children learn to Listen, speak, read and begin to write German as well as learn about German culture using resources from The <b>Goethe Institut</b>		Greetings Introduce Yourself		Feelings		Numbers to 20		Greetings Introduce myself & my family		Numbers to 100		Name different foods	
		Start simple dialogues with partner Join in role play applying language learnt		Knowledge of Germany & German culture(Geography Link) Sing German songs						Hold simple dialogues with partner Join in role play applying language learnt		Knowledge of Germany & German culture(Geography Link) Sing German songs	

Cycle B: 2024-25		Lower Key Stage 2: Class 3						Upper Key Stage 2: Class 4					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>English</b></p> <p>Reading continues to be a key focus of the curriculum in Key Stage 2. Children benefit from whole class reading lessons which develop fluency and vocabulary in order to secure better comprehension. In Key Stage 2, Children learn spellings through a programme we have designed and is aligned with the National Curriculum. Key texts and themes which drive the work for each unit are identified here.</p>		<p><b>Whole Class Read:</b> Harry Potter and the Philosopher's Stone by JK Rowling</p> <p><b>Text type focus:</b> Journey/quest story</p>	<p><b>Whole Class Read:</b> Harry Potter and the Philosopher's Stone by JK Rowling</p> <p><b>Text type focus:</b> Recount Poetry</p>	<p><b>Whole Class Read:</b> Charlotte's Web by E B White</p> <p><b>Text type focus:</b> Information/ Explanation</p>	<p><b>Whole Class Read:</b> Charlotte's Web by E B White</p> <p><b>Text type focus:</b> Discussion/ balanced argument</p>	<p><b>Whole Class Read:</b> The Explorer by Katherine Rundell</p> <p><b>Text type focus:</b> Persuasion</p>	<p><b>Whole Class Read:</b> The Explorer by Katherine Rundell</p> <p><b>Text type focus:</b> Portal story</p>	<p><b>Whole Class Read:</b> The Lion, The Witch and the Wardrobe</p> <p><b>Text type focus:</b> Poetry – 'If' by Rudyard Kipling  Portal story</p>	<p><b>Whole Class Read:</b> The Lion, The Witch and the Wardrobe</p> <p><b>Text type focus:</b> Persuasion text</p>	<p><b>Whole Class Read:</b> Holes by Louis Sachar</p> <p><b>Text type focus:</b> Losing &amp; finding story</p>	<p><b>Whole Class Read:</b> Holes by Louis Sachar</p> <p><b>Text type focus:</b> Newspaper</p>	<p><b>Whole Class Read:</b> The boy who met a whale by Nizrana Farook</p> <p><b>Text type focus:</b> Journeys &amp; quests</p>	<p><b>Whole Class Read:</b> The boy who met a whale by Nizrana Farook</p> <p><b>Text type focus:</b> Recount Poetry – Jabberwocky</p>
		<p><b>Maths</b></p> <p>We use <b>White Rose</b> curriculum planning as the basis for our scheme of work. There are three main priorities for our mathematics curriculum in Key Stage 2:</p> <ul style="list-style-type: none"> <li>Developing fluent and efficient calculation skills</li> <li>Securing confident use of vocabulary</li> <li>Working mathematically and applying maths in real life.</li> </ul>	<p>Place Value</p> <p>Addition and Subtraction</p>	<p>Multiplication and Division</p>	<p>Length, Perimeter and Area</p> <p>Fractions</p>	<p>Decimals</p> <p>Mass and Capacity</p> <p>Place Value</p>	<p>Time</p> <p>Position and Direction</p> <p>Money</p>	<p>Statistics</p> <p>Calculation</p> <p>Shape</p>	<p>Place Value</p> <p>Calculation: Four operations</p>	<p>Fractions</p> <p>Geometry (position and direction)</p>	<p>Decimals</p> <p>Percentages</p> <p>Algebra</p>	<p>Measurement (perimeter and area)</p> <p>Volume</p> <p>Ratio</p>	<p>Statistics</p> <p>Properties of shape (including angles)</p>
<p><b>Science</b></p> <p>Our scheme of work for science is supported by <b>Developing Experts</b> science resources. Through all the units outlined here, pupils gradually learn the skills of working scientifically so that by the end of Year 6 they are ready for the secondary curriculum. More detail about how our curriculum for science is organised can be found on our progression map.</p>	<p><b>Science &amp; Technology</b></p>	<p><b>Physics: Light &amp; Sound</b> Sources of light; shadows &amp; reflections</p> <p>Sound as vibrations</p>	<p><b>Chemistry: Rocks</b> Classification of rocks Discovering fossils</p>	<p><b>Chemistry: States of Matter</b> Liquids, solids and gasses. Change of state due to heating or cooling.</p>	<p><b>Chemistry: States of Matter</b> The water cycle: evaporation and condensation.</p>	<p><b>Biology: Animals incl Humans</b> Skeletons Nutrition</p>	<p><b>Biology: Animals incl Humans</b> Digestive system &amp; teeth Food chains</p>	<p><b>Chemistry Properties &amp; Changes</b> Reversible/ irreversible changes including dissolving.</p>	<p><b>Physics Earth &amp; Space</b> Solar system Rotation of the earth on its axis and rotation of planets around the sun.</p>	<p><b>Biology Living things &amp; their habitats</b> Classification incl micro-organisms.</p>	<p><b>Biology: Animals incl Humans</b> Health &amp; lifestyle incl circulatory system.</p>	<p><b>Biology Animals incl Humans</b> Describe changes as humans develop &amp; mature.</p>	
<p><b>Computing</b></p> <p>There are three strands to our computing scheme of work. <b>Computer Science</b> is taught using units of work from <b>Espresso Coding, Plan IT and Rising Stars</b>. <b>Digital Literacy</b> content is largely taught as part of the PHSE curriculum, though some additional content is included about how information systems work. <b>Using IT</b> is taught in the context of other subjects.</p>		<p><b>Using IT:</b> Animating/ movie making. (PowerPoint/ Movie maker)</p>	<p><b>Computer Science:</b> Scratch Coding (<i>Rising Stars 'Learn to code' bk 1 unit 1</i>)</p>	<p><b>Using IT:</b> Powerpoint/ presentation software</p>	<p><b>Computer Science:</b> Repetition procedures- patterns with shapes. (Probot; Scratch; Logo <i>Rising Stars Learn to code bk 3 Unit 2</i>) <b>Using IT:</b> IT and Art</p>	<p><b>Computer Science:</b> Scratch: Outer space game</p>	<p><b>Using IT:</b> Animation/ movie</p>						
<p><b>DT</b></p> <p>We have developed our own curriculum for Design Technology. Children develop technical knowledge though undertaking a range of projects requiring them to design, make and evaluate their work.</p>		<p><b>Structures</b> Let's fly a kite:</p>	<p><b>Cooking &amp; nutrition</b> Great bread bake off:</p>	<p><b>Textiles:</b> Juggling balls.</p>	<p><b>Cooking &amp; nutrition:</b> Global food.</p>	<p><b>Mechanical systems:</b> Automata Animals (cams and axles).</p>	<p><b>Construction:</b> Marble run</p>						
<p><b>Art</b></p> <p>We have designed our own art curriculum.</p>	<p><b>Expressive Arts</b></p>	<p><b>Drawing:</b> light &amp; shade</p>	<p><b>Painting:</b> Colour</p>	<p><b>Sculpture:</b> clay</p>	<p><b>Textiles</b> (linked to DT)</p>	<p><b>Collage</b> including digital art</p>	<p><b>Painting:</b> Portraits</p>	<p><b>Textiles</b> (linked to DT)</p>	<p><b>Drawing:</b> scale magnification</p>				
<p><b>Music</b></p> <p>Our curriculum for Music develops musical skills in listening, singing, playing, improvising, composing and performing and is supported by the <b>Charanga</b> teaching resource.</p>		<p><b>Stop</b></p>	<p><b>Bringing us together</b></p>	<p><b>Recorders</b></p>	<p><b>Black bird</b></p>	<p><b>Glockenspiels 1</b></p>	<p><b>Reflect, Rewind &amp; Replay.</b></p>	<p><b>Fresh prince of Belair</b></p>	<p><b>Classroom Jazz</b></p>	<p><b>You've got a friend</b></p>	<p><b>Dancing in the street</b></p>	<p><b>Music &amp; Me</b></p>	<p><b>Reflect, Rewind &amp; Replay.</b></p>



# Cycle B: 2024-25

## Lower Key Stage 2: Class 3

## Upper Key Stage 2: Class 4

		Lower Key Stage 2: Class 3						Upper Key Stage 2: Class 4					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>History</b></p> <p>Our scheme of work for History aims to develop a sense of chronology in key historical events alongside the key skills of historical enquiry and a sense of curiosity about events in the past.</p> <p><b>Geography</b></p> <p>We use <b>Connected Geography</b> to support our geography curriculum. It teaches children the required content of the National Curriculum alongside key skills of geographical enquiry and an appreciation of the beauty and diversity of our world. In Key Stage 2 children are introduced to some of the issues and problems facing our world.</p> <p><b>RE</b></p> <p>We follow the Essex Agreed Syllabus for RE using the <b>Saffron Academy Trust</b> RE Scheme.</p> <p><b>PE</b></p> <p><b>PSCHE</b></p> <p>Our curriculum for personal, social and health education (PSHE) and Sex and Relationships Education (RSE) has been developed with reference to the PSHE association model scheme of work for primary schools.</p> <p><b>National days &amp; whole school events</b></p> <p><b>Languages</b></p> <p>In Key Stage 2, we teach German. Children learn to Listen, speak, read and begin to write German as well as learn about German culture using resources from The <b>Goethe Institut</b></p>	<p><b>Knowledge &amp; Understanding of the World</b></p> <p><b>Healthy Lifestyles</b></p>	How did life change for ancient Britons from the Stone age through to the Bronze age?	How did life change from the Bronze age and into the Iron age?		What happened to the boy behind the golden mask? <i>Tutankhamun</i>		Conflict: Vikings and Saxons in Briton.		Why did the Ancient Maya change their way of life?		How have medical breakthroughs of the last 250 years affected life in Britain?		
				Why so some earthquakes cause more damage than others?	Why are jungles so wet and deserts so dry?		Why and how is my local area changing?  Fieldwork: village study.		Why are mountains so important?		Shy is Fairtrade fair?		What are National parks for?  Fieldwork: Horne Street field.
		Where do religious beliefs come from?	What do we mean by truth? Is seeing believing?	How do/have religious groups contribute to society & culture?	Why is there so much diversity of believe within Christianity?	What does a sacrifice mean?		How & why does religion bring peace and conflict?	How do Buddhists explain the suffering in the world?	What does it mean to be human? Is being happy the greatest purpose in life?	Creation or science: conflicting or complement ary?	How do beliefs shape identity for Muslims?	
		Ball skills Gymnastics	Ball skills Squash	Squash Gym - stretching	Invasion games	Dance – Rainforest dance Striking & fielding	Striking & fielding Athletics	Invasion games squash	Invasion games squash	Gym: working together/ matching Invasion games	Gym: working together Synchronisation Invasion games	Athletics Gym: working together: counter-balancing	African Dance Athletics
		Families and friendships Ourselves, growing and changing	Shared responsibilities and communities	Respecting self and others Media Literacy and digital resilience Keeping safe	Healthy lifestyles Drugs, alcohol and tobacco	Safe relationships Mental health	Economic wellbeing	Families and friendships Ourselves, growing and changing	Shared responsibilities and communities	Respecting self and others Media Literacy and digital resilience Keeping safe	Healthy lifestyles Drugs, alcohol and tobacco	Safe relationships Mental health	Economic wellbeing
		Harvest	Road safety Anti-bullying day Christmas	Safer Internet day	World book day Easter Africa week	Health awareness Outdoor learning week	Growth Mindset: Resilience Sports day	Harvest	Road safety Bikeability Christmas	Safer Internet day	World book day Easter Africa week	Health awareness Outdoor learning week	Growth Mindset: Resilience Sports day
		Name colours Name days of the week	Name months & seasons Name types of weather	Name breakfast foods		Hobbies		School subjects		Animals & pets			
		Start simple dialogues with partner Join in role play applying language learnt				Knowledge of Germany & German culture(Geography Link) Sing German songs		Hold simple dialogues with partner Join in role play applying language learnt		Knowledge of Germany & German culture(Geography Link) Sing German songs			