

WILLIAM MURDOCH PRIMARY SCHOOL – KEY STAGE 2 CURRICULUM MAP SEPTEMBER 2022

	YEAR 3			YEAR 4			YEAR 5			YEAR 6		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
<b>ENGLISH</b>	Revolting Rhymes Exploring narrative poems Character description Prediction and inference skills Features of different poems Rhyming couplets Sequencing events Narrative poem writing Setting description Summary writing Aesop's Fables Exploring different fables Morality Inference & explanation skills Sequencing events Character description Fable writing Great City (Poetry) Similes & adjectives Building atmosphere in texts and writing Writing poetry SPaG Assessments	The Sheep Pig Prediction, inference, sequencing and explanation skills Character perspectives Opinions and reasons Character and setting description writing Compare and contrast similar texts Summary writing Picture Book (Poetry) SPaG	Voices in the Park Exploring picture books Generating questions Texts in other forms Prediction, inference, sequencing and explanation skills Viewpoints of different characters Diary writing Demon Dentist Prediction, inference, sequencing and explanation skills Dialogue, action and description writing Exploring humour in texts Funny narrative writing Picture Book (Poetry) SPaG Assessments	Charlotte's Web Information texts Persuasive texts Prediction and inference skills Persuasive writing Newspaper report Setting description Book review African Tales Examining tales from other cultures Comparing similarities and differences between texts Diary entries Summary writing Compare and contrast writing SPaG Assessments	Room 13 Summarising events Direct & reported speech Persuasive writing Setting description Structure of a story Diary entries Narrative writing Firework Maker's Daughter Analysing and comparing different genres. Character analysis Exploring different themes within stories Summary writing Classic Poetry – Dear March – Come In SPaG	The Suitcase Kid Character analysis Diary writing Recounts Debate (family problems) Performance poetry SPaG Assessments	Kensuke's Kingdom Debates Explanation and inference skills Setting descriptions Diary entries Adverbial phrases Use of similes Features of non-chronological texts Non-chronological report writing Exploring characters Direct and reported speech Setting description Newspaper articles Fictional recounts Emotive language Persuasive writing SPaG Assessments	The Highway Man – Poetry Imagery within poem Similes and metaphors Figurative language Descriptive writing Picture Book Exploring texts through images Sequencing events Reading and writing repetitive poems The Lion, the Witch and the Wardrobe Prediction skills Setting description Complex sentences Character description Performance poetry Story structures Narrative writing SPaG	Holes Prediction and inference skills Generating questions Building suspense in narratives Different points of view Narrative writing Dialogue, action and description writing Exploring colloquial language Direct & indirect speech Persuasive writing Diary entries Drama SPaG Assessments	Street Child Prediction, inference & explanation skills Flashbacks Exploring language features Past and present tense writing Dialogue, action and description writing Exploring colloquial language Persuasive texts Persuasive letter writing Poetry Exploring contrast in a poem Manipulating language to change mood/tone of poems. Baseline SATs assessment SPaG	Clockwork Prediction and inference skills Exploring settings Setting description writing Informal letter writing Balanced arguments Diary entries A Home for David Exploring other texts Emulating literary techniques of authors Tempest (Picture Book) Inference skills Exploring use of colour to reflect mood/tone of text Narrative writing Writing in third person SPaG SATs assessments & reviews	Floodland Exploring persuasive texts Persuasive speech writing Formal letters Examining information texts Report writing List poetry Short narrative writing Exploring dystopian fiction Drama Beast of Croglin Hall Exploring how texts create suspense Suspense writing Exploring how grammar and language can be manipulated Ellipsis SPaG SATs assessments & reviews
<b>MATHS</b>	Place value within 1,000 Addition and subtraction Multiplication and division	Multiplication and division Money Statistics Length Fractions	Fractions Time Angles and properties of shapes Mass Capacity	Place value – 4-digit numbers Addition and subtraction Measure – perimeter Multiplication and division	Multiplication and division Measure – area Fractions Decimals	Decimals Money Time Statistics Geometry – angles and 2D shapes Geometry – position and direction	Place value within 100,000 Place value within 1,000,000 Addition and subtraction Graphs and tables Multiplication and division Measure – area and perimeter	Multiplication and division Fractions Decimals and percentages	Decimals Geometry – properties of shapes Geometry – position and direction Measure – converting units Measure – volume and capacity	Place value within 10,000,000 Four operations Fractions Geometry – position and direction	Decimals Percentages Algebra Measure – imperial and metric measures Measure – perimeter, area and volume Ratio and proportion	Geometry – properties of shapes Problem solving Statistics
<b>SCIENCE</b>	<b>Practical skills:</b> Variables; method; diagrams; results; conclusions; practical investigations. <b>Raw and Synthetic materials</b> raw materials; synthetic materials; making synthetic materials from raw materials; making a synthetic material; recycling; sustainability	<b>Sound:</b> What is sound? Making different sounds; frequency and pitch of sound; amplitude and decibels; science of acoustics; echo-locations and uses of sound. <b>Forces:</b> Intro to forces; measuring forces; contact forces; non-contact forces; investigating weight and up thrust; gears; levers and pulleys	<b>Plants:</b> Growth investigations; requirements for growth; parts of a flowering plant; life cycle of a plant; water transport; plant adaptations. <b>Ecosystems:</b> What an ecosystem; herbivores; carnivores and omnivores; producers; food chains; food webs; changes to food chains and webs.	<b>Phases of matter:</b> Properties of each state; solids; liquids and gases particles; heating and cooling; changes of state; melting and boiling points; non-Newtonian fluids and other exceptions. <b>Rock cycle:</b> Igneous rock; sedimentary rock; metamorphic rock; classifying rocks; processes in the rock cycle; rock cycle.	<b>Light:</b> Sources of light; reflection; refraction; the human eye; colours of light; uses of light. <b>Space:</b> Lunar and solar eclipses; the solar system; the planets; stars and constellations; galaxies and the universe; astronomy.	<b>Adaptations:</b> Ecosystems and environments; adaptations; hot environments; cold environments; nocturnal animals; underwater environments. <b>Human anatomy:</b> Major organs; skeleton; anatomy in the animal kingdom; teeth; circulatory system; digestives system.	<b>Separating mixtures:</b> Pure substances; mixtures; formulation; method of separating mixtures; planning an investigation; completing an investigation. <b>Physical and chemical changes:</b> States of matter; physical changes; chemical changes; comparing physical/chemical changes; plan an experiment; acid/metal investigation;	<b>Magnetism:</b> Non-contact forces; magnets; compasses; magnetic field lines; magnetics and non-magnetic materials; uses of materials. <b>Electrical circuits:</b> Static charge build up; naming circuit parts; building basic circuits; electrical insulators and conductors; adding bulbs in series; building a buzzer game.	<b>Humans and animals overtime:</b> Evolution; fossilisation; development of animal kingdoms; eras of time; homo Sapiens; humans and animals in the present day. <b>Reproductive cycles:</b> Flowering plants; asexual reproduction; insects and amphibians; mammals; birds; comparison of life cycles.	<b>Chemical reactions:</b> States of matters; pure substances and mixtures; dissolving substances; separating mixtures; chemical reactions; chemical changes during burning. <b>Sustainability:</b> Everyday materials; recycling; life cycle assessment; gas emissions; global warming; climate change.	<b>Heat:</b> Heating particles; expanding and contracting; thermal equilibrium; heat transfer; thermal conductors and insulators; heat investigation. <b>Energy:</b> Energy stores; energy transformation; efficiency and machines; power of appliances; speed; distance and time; kinetic energy.	<b>Cells:</b> Animals and plants; organ systems; tissues and cells; animal cells; plants cells; specialised cells. <b>Diet and Lifestyle:</b> Diet and nutrition; diet and lifestyle; exercise and muscles; exercise and the circulatory system; medicinal drugs; drugs in society.
<b>HISTORY</b>	Ancient Egypt Ancient Greece	The Anglo-Saxons, Scots and Vikings	Wars of the Roses	Life in Ancient Rome The Rise and Fall of Rome	Wars of the Roses Tudor Monarchs	The Stuarts	Tudor Monarchs The Early British Empire	The French Revolution The Transatlantic Slave Trade	The Industrial Revolution The Victorian Age	The Industrial Revolution The Victorian Age	The Suffragettes The Rise of Hitler/WWII	WWII/The Holocaust The History of Human Rights
<b>GEOGRAPHY</b>	Spatial Space	Western Europe Settlements	Rivers Asia: China & India The South West UK	Spatial Sense Mediterranean Europe	Eastern Europe London & the South East	Asia: Japan Northern Ireland	Spatial Sense Mountains	Midlands, East Anglia, Yorkshire & Humberside Australia	New Zealand & the South Pacific Local Study	Spatial Sense North America	South America Africa	British Geographical Issues Globalisation
<b>MUSIC</b>	Unit: <b>Glockenspiel</b> Learning basic instrumental skills by playing tunes in varying styles Introduction to the language of music, theory and composition.	Unit: <b>Three Little Birds</b> Reggae Animals, Jamaica, poetry and the historical context of musical styles	Unit: <b>Bringing Us Together</b> Disco Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.	Unit: Birmingham Peripatetic music service provision: Whole Class Instrument Teaching (WCIT) - guitar, flute, brass instruments	Unit: Birmingham Peripatetic music service provision: Whole Class Instrument Teaching (WCIT) - guitar, flute, brass instruments	Unit: Birmingham Peripatetic music service provision: Whole Class Instrument Teaching (WCIT) - guitar, flute, brass instruments	Unit: <b>Livein' On A Prayer</b> Rock How rock music developed from the Beatles onwards. Analysing performance	Unit: <b>The Fresh Prince of Bel Air</b> Hip Hop compose own rap or words to the existing rap, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.	Unit: <b>Dancing In The Street</b> Motown The history of Motown and its importance in the development of Popular music. Civil rights.	Unit: <b>Classroom Jazz</b> History of music - Jazz in its historical context (Jazz, Latin, Blues)	Unit: <b>You've Got A Friend</b> The music of Carole King Her importance as a female composer in the world of popular music.	Unit: <b>Reflect, Rewind and Replay</b> Western Classical Music Consolidate the foundations of the language of music.
<b>ART</b>	Line (A1) Still Life and Form (A2)	Landscape and Symmetry (Sp1) Mythological Paintings (Sp2)	Architecture (S2) Modern Architecture (S2)	Light (A1) Space (A2)	Monuments of Ancient Rome (Sp1) Byzantium (Sp2)	Design (S1) Embroidery, Needlework and Weaving (S2)	Style (A1) Islamic (A2)	African Art (Sp1) Chinese Art (Sp2)	Take One Picture (S1 and 2)	Art Printing (A1)	Renaissance (Sp1 and 2)	William Morris (S2)

<b>Computing</b>	Internet access for supporting core and foundation subjects using iPads and Chromebooks Computing systems and networks – Connecting computers Digital devices and tools Creating media - Stop-frame animation	Internet access for supporting core and foundation subjects using iPads and Chromebooks E-Safety Programming A - Sequencing sounds Data and information – Branching databases	Internet access for supporting core and foundation subjects using iPads and Chromebooks Creating media – Desktop publishing Programming B - Events and actions in programs	Internet access for supporting core and foundation subjects using iPads and Chromebooks Computing systems and networks – The Internet Creating media - Audio production	Internet access for supporting core and foundation subjects using iPads and Chromebooks E-Safety Programming A – Repetition in shapes Data and information – Data logging	Internet access for supporting core and foundation subjects using iPads and Chromebooks Creating media – Photo editing Programming B – Repetition in games	Internet access for supporting core and foundation subjects using iPads and Chromebooks Computing systems and networks Systems and searching Copyright and ownership Creating media Video production	Internet access for supporting core and foundation subjects using iPads and Chromebooks Programming A – Selection in physical computing Data and information – Flat-file databases	Internet access for supporting core and foundation subjects using iPads and Chromebooks Creating media – Introduction to vector graphics Copyright and ownership Programming B – Selection in quizzes	Internet access for supporting core and foundation subjects and SATs preparation using iPads and Chromebooks Computing systems and networks - Communication and collaboration Creating media – Web page creation - Copyright and ownership - Online relationships - Online reputation	Internet access for supporting core and foundation subjects and SATs preparation using iPads and Chromebooks Programming A – Variables in games Data and information – Spreadsheets	Internet access for supporting core and foundation subjects and SATs preparation using iPads and Chromebooks 3D Programming Creating media – 3D Modelling Programming B - Sensing movement Privacy and Security
<b>Latin</b>	Origins of Language	Present Tense Verbs	Verbs and Adverbs	Subject and Object Nouns	Simple Sentences	Numerals and 'To Be'	Adjectives and Agreement	Prepositions	Past Continuous Tense	Third Group Nouns	Possessive Noun Endings	Negatives and Conjunctions
<b>P.E</b>	<b>Gymnastics (Unit 1)</b> To attempt to compose independent pieces. To perform a sequence of movements in unison.  <b>Dance (Unit 1)</b> To perform a sequence using facial expressions and props.  <b>Gymnastics (Unit 2)</b> To incorporate jumps and leaps into sequences.  <b>Badminton</b> To be able to recognise some rules of the game. To practise serving and forehand hitting.	<b>Lacrosse</b> To be able to adhere to some of the rules. To be able to pass and catch the ball in game situations.  <b>Handball</b> To be able to demonstrate passing and catching skills. To learn defensive skills.  <b>Netball</b> To be able to identify and demonstrate the different throws. To use space when attacking.  <b>Tag Rugby</b> To use footwork and body control to evade attackers.	<b>Athletics</b> To understand and demonstrate that jumps can be used for distance and for height. To be able to throw with speed and power.  <b>Tennis</b> To identify and adhere to some rules of tennis. To begin to serve and use the racket correctly when performing forehand shots.  <b>Rounders</b> To be able to play a game of rounders following the rules and using rounders skills.  <b>Football</b> To show control when sending and receiving the ball.	<b>Netball</b> To develop footwork and marking skills. To introduce hi-5 netball positions and rules.  <b>Football</b> To develop passing for distance. To dribble using different parts of the feet.  <b>Badminton</b> To develop forehand and backhand passing. To practise trick shots.  <b>Handball</b> To defend and stop attacks by blocking and intercepting.	<b>Gymnastics (Unit 2)</b> To be able to define some muscles that are needed for certain moves. To increase the amount of moves in a sequence.  <b>Dance (Unit 1)</b> To perform dances with a starting and finishing position. To include freeze frames in performances.  <b>Tennis</b> To perform both forehand and backhand shots in a game.  <b>Hockey</b> To be able to demonstrate an ability to dribble and push pass. To increase speed and endurance during a game.	<b>Athletics</b> To explore the different running, jumping and throwing activities. To begin to use equipment to measure time and distance.  <b>Cricket</b> To apply simple rules, tactics and skills in a competitive context.  <b>OAA</b> To work well as a team to solve problems and interpret a simple map and its symbols.  <b>Rounders</b> To identify the different positions and their roles in the game. To be able to apply the rules and simple tactics in a competitive context.	<b>Hockey</b> To be able to play in different positions around the pitch. To be able to sustain power and stamina for longer.  <b>Football</b> To be able to play in different positions around the pitch. To become more skilful when performing movements at speed.  <b>Tag Rugby</b> To combine skills such as catching and quickly passing in one movement.  <b>Netball</b> To be able to use skills such as: pivoting and dodging in competitive contexts. To be able to play in different positions around the court.	<b>Gymnastics (Unit 1)</b> To be able to lead in grouped performances. To be able to perform symmetrical movements.  <b>Dance (Unit 1)</b> To perform a range of different dances confidently and fluently. To ensure dances have rhythm and expression.  <b>Badminton</b> To be able to use a range of shots and serves confidently. To be able to move around the court using footwork techniques.  <b>Handball</b> To be able to confidently use specific skills. To be able to play in various positions on the court, both attacking and defending.	<b>Athletics</b> To be able to sustain pace for both distance and time. To be able to participate in a relay running at their fastest speed.  <b>Tennis</b> To begin to perform volley and overhead shots and apply these in game situations.  <b>OAA</b> To be able to communicate as a team when participating in challenging activities. To navigate and solve problems from memory.  <b>Cricket</b> To be able to choose rules and play an adapted game with all the skills learned. To be able to recognise what fitness aspects are needed in the spot.	<b>Hockey</b> To plan and lead a group warm up. To select a range of tactics and strategies to improve game play.  <b>Netball</b> To use the blocking skill to ensure there is more attacking and defensive play. To work as a team and use tactics to improve play. <b>Badminton</b> To develop shots such as: drop and smash and use in competitive contexts. To begin to select tactics to play a more sophisticated game.  <b>Handball</b> To work collaboratively to develop teamwork and tactics. To use both defensive and attacking play	<b>Gymnastics (Unit 1)</b> To plan and lead a group warm up. To be able to arrange appropriate apparatus to enhance compositional skills and ideas.  <b>Dance (Unit 1)</b> To work collaboratively to create more complex routines. To create individual and paired routines incorporating the skills learned. <b>Tag Rugby</b> To begin to plan and lead group warm ups. To observe and analyse individual and team performances.  <b>Tennis</b> To introduce and begin to use the scoring system. To develop the doubles game and tactics,	<b>Cricket</b> To consistently apply and adhere to the rules of the game. To be able to use skills and tactics in a competitive context.  <b>Rounders</b> To apply and adhere to the rules. To play small sided games on a standard pitch to develop skills and communication.  <b>OAA</b> To work collaboratively to undertake more complex activities and use information given by others.  <b>Rounders</b> To consistently apply and adhere to the rules. To be able to work as a team to use tactics.
<b>R.E</b>	<b>Hinduism</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? <b>Christianity</b> Has Christmas lost its true meaning?	<b>Christianity</b> Could Jesus heal people? Were these miracles or is there some other explanation? <b>Christianity</b> What is 'good' about Good Friday?	<b>Hinduism</b> How can Brahman be everywhere and in everything? <b>Hinduism</b> Would visiting the River Ganges feel special to a non-Hindu?	<b>Buddhism</b> Is it possible for everyone to be happy? <b>Christianity</b> What is the most significant part of the nativity story for Christians today?	<b>Buddhism</b> Can the Buddha's teachings make the world a better place? <b>Christianity</b> Is forgiveness always possible for Christians?	<b>Buddhism</b> What is the best way for a Buddhist to lead a good life <b>Christianity</b> Do people need to go to church to show they are Christians?	<b>Sikhism</b> How far would a Sikh go for his/ her religion? <b>Christianity</b> Is the Christmas story true?	<b>Sikhism</b> Are Sikh stories important today? <b>Christianity</b> How significant is it for Christians to believe God intended Jesus to die?	<b>Sikhism</b> What is the best way for a Sikh to show commitment to God? <b>Christianity</b> What is the best way for a Christian to show commitment to God?	<b>Islam</b> What is the best way for a Muslim to show commitment to God? <b>Christianity</b> Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	<b>Christianity</b> Is anything ever eternal? <b>Christianity</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth?	<b>Islam</b> Does belief in Akhirah (life after death) help Muslims lead good lives? <b>Islam</b> Does belief in Akhirah (life after death) help Muslims lead good lives?
<b>D&amp;T</b>	Photo Frames	Pop up cards	Emoji Pillows/ Toys	Food (Scones)	Musical instruments	Electrical circuits in a standing structure	Rafts	Moving toys	Food (bread)	Purses	Food (Cupcakes)	Make a bridge to support a weight
<b>PSHE</b>	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me