

# Woodlands Academy Key Stage 2 Curriculum

YEAR 2019-2020

Subjects	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
<b>English</b>	<p>Narrative writing- using and applying skills Non-chronological reports</p> <p><i>Goodnight Mr Tom</i></p>	<p><b>Stories that contain mythical, legendary or historical characters or events.</b></p> <p>Persuasive writing</p> <p><i>Pig Heart Boy</i></p>	<p>Formal writing/ letters (<i>complaint and response</i>) Learn by heart and perform a significant poem.</p> <p>Instructions</p> <p><i>Frankenstein</i></p>	<p>Explanations (<i>read reference/ text books</i>)</p> <p>Stories of mystery and suspense</p> <p><i>The Boy In The Striped Pyjamas</i></p>	<p>Fictional biographies Argument texts</p> <p><i>Macbeth</i></p>	<p>Poems that convey an image (rhyme). Learn by heart and perform a significant poem.</p> <p>Stories based on literary heritage</p> <p><i>Diary of Ann Frank</i></p>
<b>Maths</b>	<p><b>Number- Place Value</b> Read and write numbers up to 1000 in numerals and in words. Find 1000 more or less than a given number. Recognise the place value of each digit in a 4 digit number.</p> <p>Number - Addition and Subtraction Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.</p>	<p><b>Number - Multiplication and Division</b> Count from 0 in multiples of 4 and 8 Count in multiples of 6, 7 and 9 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Recall and use multiplication and division facts for multiplication tables up to <math>12 \times 12</math>. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p>	<p><b>Number - multiplication and division</b> Multiply two digit and three digit numbers by a one digit number using formal written layout.</p> <p>Measurement - Length, Perimeter and Area Measure, compare, add and subtract: lengths (m/cm/mm). Measure the perimeter of simple 2D shapes.</p>	<p><b>Fractions</b> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to <math>\frac{\square}{10}</math>, <math>\frac{\square}{100}</math>, <math>\frac{\square}{1000}</math></p>	<p><b>Measurement: Money</b> <b>Add and subtract</b> amounts of money to give change using both £ and p in practical contexts. Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables. Measurement: Time Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks.</p>	<p><b>Geometry: Properties of Shapes</b> Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify acute and obtuse angles and compare and order angles up to two right angles by size . Describe positions on a 2D grid as coordinates in the first quadrant.</p>
<b>Science</b>	<p><b>Human biology</b> Circulatory system. Digestive system.</p>	<p><b>Electricity and circuits</b> Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p>	<p><b>Comparing and changing materials.</b> Compare and group together everyday materials on the basis of their properties, .</p>	<p><b>Planets and satellites</b> The phases of the moon.</p>	<p><b>Life Cycles.</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the changes as humans develop to old</p>	<p><b>Light and sound.</b> Identify how sounds are made, associating some of them with vibrating. Recognise that vibrations from sounds travel through a medium to the ear</p>

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<b>ICT</b>	<p><b>E-safety and core skills.</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Programming</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>		<p><b>Programming</b> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p><b>Digital Literacy and ICT</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>		<p><b>Digital Literacy and ICT</b> Provide opportunities to explore (the internet). How to search for information, How the searched information is sorted, How to find a specific picture, What the numbers mean on a picture (picture resolution/size). Texts boxes, Clip art, Formatting, Changing text types; fonts and sizes. Exploring the internet, refining searches. Coding programmes with increasing complexity (including 'if, when' statements).</p>	
<b>History &amp; Geography</b>	<p><b>History - WW2</b> Reasons for the outbreak of WW2 Primary and Secondary evidence. What is the difference Investigate what evacuation was like for children during WW2. Why did the Germans decide to bomb cities?</p> <p><b>Geography - Human and physical geography</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Describe and understand key aspects of 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</p>		<p><b>History - Nottingham Castle</b> To be able to order events chronologically. To understand the reasons for the creation of Nottingham Castle. To identify an event of royal significance of Nottingham Castle. To identify how the status of Nottingham Castle changed. To recreate a famous image of Nottingham Castle.</p> <p><b>Geography - Nottingham</b> Identify the human geographical features and the position of cities in the UK. Identify counties, boroughs, post codes. Identify Nottinghamshire and its significant towns and areas. Identify how Nottingham has changed ie population and reasons. Understand the significance of the River Trent.</p>		<p><b>History - The Victorians</b> Place the changes in the period within a chronological framework; make appropriate use of dates and terms; demonstrate knowledge and understanding about the everyday lives of children in the Victorian period; show how some aspects of the period have been interpreted in different ways; select and combine information from a range of visual, text-book and documentary sources; communicate their knowledge and understanding of changes to children's lives in Victorian times in organised and structured ways.</p> <p><b>Geography - Geographical skills and fieldwork</b> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	

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<b>Art</b>	Starting with a dot 2 weeks.  Graphic/comic work – pupils to design own characters and comic strips	Creating own comic books using both drawing and computer images.	Introduction to drawing– line tone and shading	Negative space– we will look at different artists and make comparisons. Pupils to create own pieces	Sculpture– look at different sculptures pupils to create their own.	Pupils choice– pupils to choose what topic they want to do this half term– will be updated in spring term.
<b>PE</b>	<u>OAA</u>  Participate in outdoor activities and Team building challenges individually and as part of a team	<u>Invasion Games</u>  Consolidate simple attacking and defending tactics/ ball control and begin to independently apply in game situations	<u>Dance</u>  Know and understand the 5 basic body actions and perform them using simple movement patterns	<u>Gymnastics</u>  know and understand how to complete different types of jumps Know and understand balance, agility and co-ordination	<u>Athletics</u>  Know understand and apply running techniques including pace, change of speed, change of direction in isolation and in combination	<u>Striking and Fielding</u>  Know, understand and apply how to throw underarm/ overarm and catch high balls, low balls, mid height balls in isolation and in combi-
<b>Music</b>	<u>Playground Games</u>  This unit develops children's ability to recognise and explore some characteristics of singing games. It consolidates their sense of pulse and ability to perform with others.	<u>Cyclic Patterns</u>  This unit develops pupils' ability to perform rhythmic patterns confidently and with a strong sense of pulse.	<u>Roundabout - Exploring rounds</u>  Sing and play music in two (or more) parts. They explore the effect of two or more pitched notes sounding together - harmony.	<u>Roundabout - Exploring rounds</u>  Sing rounds and experiment with melodic ostinati to provide accompaniments.	<u>Journey into Space</u>  Children explore a wide range of sound sources, including ICT, to capture, explore, change and communicate sounds.	<u>Journey into Space</u>  Expressive use of vocal and instrumental possibilities to create and structure compositions in groups and share these with the class.