



Horningsham Primary School Curriculum Overview Owls Cycle B



Together
we learn

Principles

After a review of our current provision, the trend in standards we achieve at the end of KS1 and KS2 and the statutory requirements of the National Curriculum 2014, we have refined and enhanced the curriculum with the overall aim of enabling

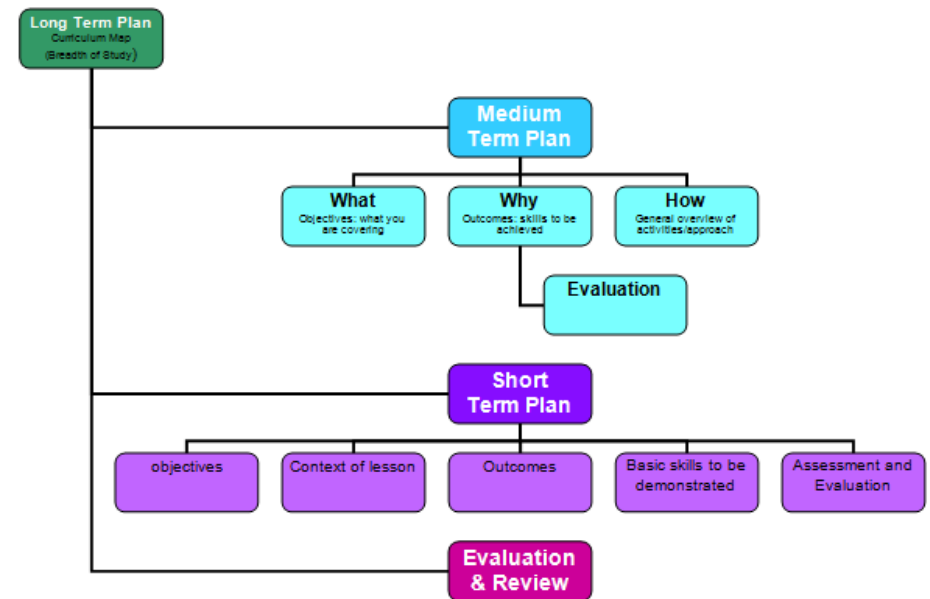
- real opportunities for learning
- engaging and enjoyable learning
- high academic and personal achievement
- manageable, creative and exciting teaching opportunities

Our curriculum map ensures that all aspects of the National Curriculum are covered, whilst at the same time not being overloaded with content so that deep learning is possible and outcomes are focussed on skills, application of skills and knowledge, skills and understanding.

The curriculum map serves to provide teachers with subject based focus areas from the National Curriculum. Staff can then identify the key skills to focus on for each curriculum area at appropriate levels for the children in their class. The Overview for each class has been planned to enable teachers to combine subjects together in a cross curricular and meaningful way to make teaching and learning fun, vibrant, challenging and meaningful. Thematic based learning is now possible and practical for delivering the curriculum.

There is a two year rolling programme for Woodpeckers and three year programme for Owls. Robins will operate a one year rolling programme (except for RE, which will be a two year rolling programme). Using these, staff will create a year overview set into three terms with all areas of study indicated (teachers have the flexibility to move focus areas to facilitate their vision for thematic learning).

Planning



- The following overviews provide the Long Term Map and breadth of study across the curriculum.
- Medium term plans are produced using an agreed format, identifying clearly the development of learning and integration of different subjects for a thematic approach. These are all shared and saved on our shared drive.
- Short term plans are organised by the staff using a format that serves this purpose most effectively for them. The same format is used for mathematics as children are organised into sets.

Science

Y6 Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Y4 Electricity

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

Y5 Forces

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Y5 Animals, including humans

- describe the changes as humans develop to old age.

Y5 Living things and their habitats

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Music

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

RE

Symbols & Religious Expression

Explore deeper meanings of festivals (Christmas, Diwali)

Religion and the Individual

Explore how religious teachings help us to decide the best way to live. Five Pillars of Muslim.

Religion, Family and Community

Explore how we can make Wiltshire/ home town a more respectful place.

Beliefs and Action in the World

Explore how and why believers care for others and world – how and why faith and religions help justice, poverty and fairness in the world.

Christianity, Hinduism, Sikhism, Islam

Geography

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 grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 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.

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Design and Technology

Design

- functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

PE

Swimming, athletics, netball, football, dance, gymnastics, basketball, cricket, rounders

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Computing

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- 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
- 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
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Foreign Languages

- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Art and Design

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- learn about great artists, architects and designers in history.

History

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, eg

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

Ancient Greece

a study of Greek life and achievements and their influence on the western world

Owls Curriculum Overview

Cycle B



Together we learn

Science

Purpose of study	<ul style="list-style-type: none"> • A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. • Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. • Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. • They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.
Aims	<p>The national curriculum for science aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics ▪ develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them ▪ are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
Scientific knowledge and conceptual understanding	<ul style="list-style-type: none"> • The programmes of study describe a sequence of knowledge and concepts. • While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. • Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content. • Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. • They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. • The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.
The nature, processes and methods of science	<ul style="list-style-type: none"> • 'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. • It should not be taught as a separate strand. • The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. • These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. • Pupils should seek answers to questions through collecting, analysing and presenting data. • 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

Spoken language	<ul style="list-style-type: none"> The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.
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School curriculum	<ul style="list-style-type: none"> The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.
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Attainment targets	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the content indicated as being 'non-statutory'.
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Lower Key Stage 2 Focus	Upper Key Stage 2 Focus
<ul style="list-style-type: none"> The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out. 'Working scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge. 	<ul style="list-style-type: none"> The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. 'Working and thinking scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read, spell and pronounce scientific vocabulary correctly.

Working Scientifically	
Lower KS2 Statutory Requirements	Upper KS2 Statutory Requirements
<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.
Notes and guidance (non statutory)	Notes and guidance (non statutory)
<ul style="list-style-type: none"> Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. They should learn how to use new equipment, such as data loggers, appropriately. They should collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done. They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. Pupils should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences. <i>These opportunities for working scientifically should be provided across years 3 and 4 so that the expectations in the programme of study can be met by the end of year 4. Pupils are not expected to cover each aspect for every area of study.</i> 	<ul style="list-style-type: none"> Pupils in years 5 and 6 should use their science experiences to: explore ideas and raise different kinds of questions; select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They should use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. They should make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; choose the most appropriate equipment to make measurements and explain how to use it accurately. They should decide how to record data from a choice of familiar approaches; look for different causal relationships in their data and identify evidence that refutes or supports their ideas. They should use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time. <i>These opportunities for working scientifically should be provided across years 5 and 6 so that the expectations in the programme of study can be met by the end of year 6. Pupils are not expected to cover each aspect for every area of study.</i>

Y4 Electricity

Statutory Requirements	Notes and guidance (non statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ identify common appliances that run on electricity▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers▪ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit▪ recognise some common conductors and insulators, and associate metals with being good conductors.	<ul style="list-style-type: none">▪ Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices.▪ Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6.▪ Note: Pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage.▪ Pupils should be taught about precautions for working safely with electricity.• Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.

Y5 Living things and their habitats

Statutory Requirements	Notes and guidance (non statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird▪ describe the life process of reproduction in some plants and animals.	<ul style="list-style-type: none">▪ Pupils should study and raise questions about their local environment throughout the year.▪ They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.▪ They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.▪ Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.▪ Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences.▪ They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.• They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Y5 Animals, including humans	
Statutory Requirements	Notes and guidance (non statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
Y5 Forces	
Statutory Requirements	Notes and guidance (non statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<ul style="list-style-type: none"> Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. Pupils might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.
Y6 Light	
Statutory Requirements	Notes and guidance (non statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<ul style="list-style-type: none"> Pupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions. Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).

Computing

Purpose of study		Aims	
<ul style="list-style-type: none"> • A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. • Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. • The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. • Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. • Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. 		<p>The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ▪ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ▪ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems ▪ are responsible, competent, confident and creative users of information and communication technology. 	
Subject Content: Key Stage 1		Subject Content: Key Stage 2	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content 		<ul style="list-style-type: none"> ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	
Attainment targets		<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Schools are not required by law to teach the example content</p>	

Design and Technology

Purpose of study	Aims
<ul style="list-style-type: none"> Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. 	<p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook.
Subject Content: Key Stage 2	
<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <p>apply their understanding of computing to program, monitor and control their products.</p>	<p>Cooking and nutrition</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <ul style="list-style-type: none"> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Attainment targets</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Schools are not required by law to teach the example content</p>

Geography

Purpose of study	Aims
<ul style="list-style-type: none"> • A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. • Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. • As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. • Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. 	<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes ▪ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time ▪ are competent in the geographical skills needed to: <ul style="list-style-type: none"> ▪ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes ▪ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ▪ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
Subject Content: Key Stage 2	
<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p>Place knowledge</p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ 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 grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ▪ 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. ▪ 	
Attainment targets	<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Schools are not required by law to teach the example content</p>

History

Purpose of study	Aims
<ul style="list-style-type: none"> • A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. • It should inspire pupils' curiosity to know more about the past. • Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. • History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. 	<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world ▪ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ▪ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' ▪ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ▪ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed ▪ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
Subject Content: Key Stage 2	
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, eg</p> <ul style="list-style-type: none"> ▪ the changing power of monarchs using case studies such as John, Anne and Victoria ▪ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century ▪ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ▪ a significant turning point in British history, for example, the first railways or the Battle of Britain <p>Ancient Greece a study of Greek life and achievements and their influence on the western world</p>	<ul style="list-style-type: none"> ▪ Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. ▪ They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. ▪ They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ▪ They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ They should understand how our knowledge of the past is constructed from a range of sources. ▪ In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
Attainment targets	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content

Foreign Languages

Purpose of study		Aims	
<ul style="list-style-type: none">• Learning a foreign language is a liberation from insularity and provides an opening to other cultures.• A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world.• The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.• It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.• Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.		<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none">▪ understand and respond to spoken and written language from a variety of authentic sources▪ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation▪ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt▪ discover and develop an appreciation of a range of writing in the language studied.	
Subject Content: Upper Key Stage2			
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ present ideas and information orally to a range of audiences*▪ read carefully and show understanding of words, phrases and simple writing▪ appreciate stories, songs, poems and rhymes in the language▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly▪ describe people, places, things and actions orally* and in writing▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p>The starred (*) content above will not be applicable to ancient languages.</p>		<ul style="list-style-type: none">▪ Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language.▪ The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3.▪ It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.▪ The focus of study in modern languages will be on practical communication.▪ If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation.▪ Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English.▪ A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.	
Attainment targets	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content		

Art and Design

Purpose of study		Aims
<ul style="list-style-type: none">• Art, craft and design embody some of the highest forms of human creativity.• A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.• As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.• They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.		<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none">▪ produce creative work, exploring their ideas and recording their experiences▪ become proficient in drawing, painting, sculpture and other art, craft and design techniques▪ evaluate and analyse creative works using the language of art, craft and design▪ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
Subject Content: Key Stage 2		
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none">▪ create sketch books to record their observations and use them to review and revisit ideas▪ improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay]▪ develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.		
Attainment targets	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content	

Music

Purpose of study	Aims
<ul style="list-style-type: none"> • Music is a universal language that embodies one of the highest forms of creativity. • A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. • As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. 	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians ▪ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence ▪ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
Subject Content: Key Stage 2	
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music. 	
Attainment targets	<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Schools are not required by law to teach the example content</p>

PE

PE		
Purpose of study		Aims
<ul style="list-style-type: none"> A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. 		<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives.
Subject Content: Key Stage 2		Sports to cover
<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 		<p>swimming athletics netball football dance gymnastics basketball cricket rounders</p>
Attainment targets	<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Schools are not required by law to teach the example content</p>	

RE

KS2 Wiltshire RE Syllabus

Principal Aim of RE

To engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development.

Focus statement

During Key Stage 2 pupils should begin to engage in a more systematic study of religion whilst at the same time reflecting on their own beliefs, values and questions in light of what they are learning. Pupils should study Christianity throughout the four years and also aspects of at least two other principal religions covering Western and Eastern traditions. They should begin to recognise the impact of religion and belief locally, nationally and globally and consider the different forms of religious expression.

Pupils should

- consider the beliefs, teachings, practices and ways of life central to religion learn about sacred texts and other sources and consider their meanings begin to recognise diversity in religion, learning about similarities and
- differences both within and between Religions and Beliefs, and the importance
- of dialogue between them
- extend the range and use of specialist vocabulary
- recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true
- communicate their ideas, recognising other people's viewpoints
- consider their own beliefs and values and those of others in the light of their learning in religious education

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle B	Theme	Symbols and Religious Expression		Religion and the Individual		Religion, Family and Community	Beliefs and Action in The World
	Key Question	What are the deeper meanings of festivals? Christmas and Diwali		Can religious teachings help us decide what is the best way to live? Keeping the five pillars: what difference does it make to a Muslim?		How can we make Wiltshire/my town a more respectful place?	How and why do believers care for others and the world? Justice and poverty: Can religions help to build a fair world? Who has made a difference to the world because of their faith? How and why?
	Religious Focus	Christianity, Hinduism and Sikhism Key Stage 2 Unit 6 (Discovery RE: Y4,5+6 Autumn 2)		Christianity, Hinduism, Sikhism and Islam Key Stage 2 Units 12, 13, 14, 15, 16 and 17 (Discovery RE: Y5 Spring 1 and Y6 Autumn 1)			
	Outcome	Reflect on celebrations within their own life, compare to religious celebrations and recognise similarities and differences between religious celebrations.		Identify codes for living in their own lives, own community and within religion. Identify how they care for the world, how others and believers care for the world and describe how religious individuals have made a difference to the world.			