

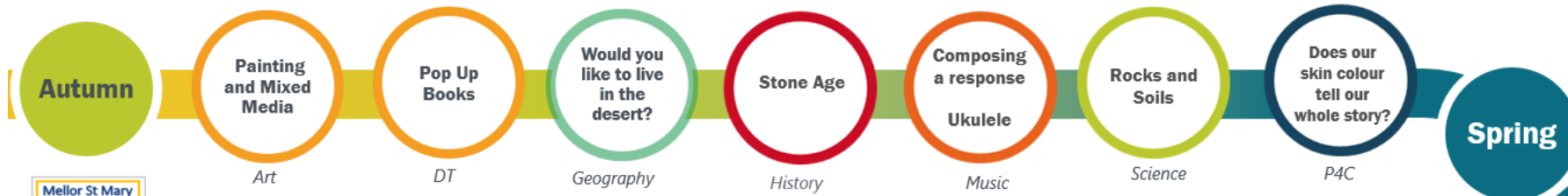


Believing, Learning & Sharing Together

# Mellor St Mary CE Primary School KS2 Curriculum Overview

*'For with God nothing shall be impossible.'* Luke 1:37

## Autumn Term enquiry question : Why are rocks so important?



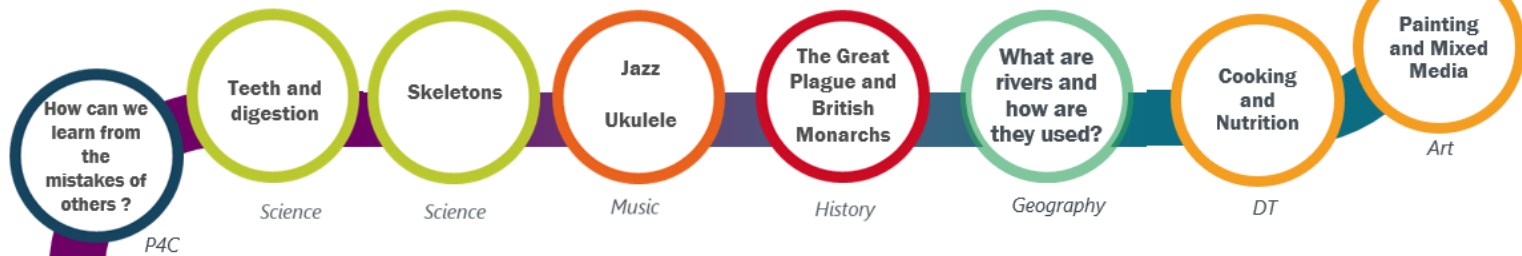
## KS2 (Y3, Y4, Y5) Cycle C

In KS2 some subjects such as MFL, Computing and PSHE are delivered in single year groups on a weekly basis.

The subjects shown on this map may be delivered in weekly blocks, all of which build up children's knowledge, understanding and skills of each subject over each term and year.



## Spring Term enquiry question: How does disease change the world?



## Summer Term enquiry question : What did the Ancient Greeks do for our society ?





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Revised December 2023			
5 core learning outcomes for each unit within each subject			
CYCLE C	Autumn	Spring	Summer
Year 3, 4, 5	<b>Why are rocks so important?</b> Exodus 14:21 Then Moses stretched out his hand over the sea, and all that night the Lord drove back the sea with a strong east wind that turned it into dry land.	<b>How does disease change the world?</b> Proverbs 16:24 Gracious words are like honeycomb, sweetness to the soul and health to the body.	<b>What did the Ancient Greeks do for our society?</b> Deuteronomy 31.6 Be strong and courageous. Do not be afraid or terrified because of them for the Lord your God goes with you; He will never leave you nor forsake you .
Special Days, Weeks and Enrichments			
	Roald Dahl Day (September) Mental Health Week (October) Remembrance Day (November) Anti bullying Week (November) Switch off Fortnight (November) Children in Need Day (November) Save the Children Day (December)	Holocaust Memorial Day RSPB Big School Garden Watch Week (January) Online Safety Week (February) British Science Week (March) Fair Trade fortnight (March) Comic Relief/ Sports Relief Day (March)	Mary's Meals Malawi back pack (April) Share a Pencil Day (May) National Numeracy Day (May) World Refugee Day (June) SMSC current global/political themes Environmental activities (June/ July)
	Visit to Clitheroe Salt Quarry	Mobile Planetarium Visit	Visit to Helmshaw Textile Museum
HISTORY	Autumn	Spring	Summer
Kapow	<b>How was life in the Stone Age different to today?</b> <b>5 core learning outcomes</b>	<b>The Great Plague and British Monarchs</b> <b>5 core learning outcomes</b> <ul style="list-style-type: none"> <li>Use a timeline to record key dates, events disease/medicine</li> </ul>	<b>What did we learn from Ancient Greeks?</b> <b>5 core learning outcomes</b>



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	<ul style="list-style-type: none"> <li>• Use a timeline of key dates from Anglo Saxon Britain to answer questions about Anglo Saxon life, society, leadership, battles and events.</li> <li>• Identify cultural differences between Anglo Saxon Britain, Vikings, Romans, Stone, Bronze and Iron Age e.g. trade, leaders, farming, work, religion, culture, homes, food and clothing and give reasons why they have been drawn.</li> <li>• Understand what life was like as an Anglo-Saxon warrior, farmer, child, woman, man, leader, settlements (Sutton Hoo).</li> <li>• Compare modern life to Anglo-Saxon's lives.</li> </ul> <p>Understand the significance of Anglo-Saxon Gods and Goddesses and compare religious practices with those of other known historical periods.</p>	<p>through the ages and characters of Britain in 17<sup>th</sup> Century and use to answer questions.</p> <ul style="list-style-type: none"> <li>• Understand and explain key events and feelings about the Great Plague from primary and secondary sources.</li> <li>• Understand and explain what happened, what was learnt and compare to modern day Covid pandemic.</li> </ul> <p>Analyse how the disease was treated at different levels of society e.g. class system, adults, children, jobs, living arrangements, before and after the Great Plague.</p> <p>Look at the changing monarch in the UK over the ages. Research how the plague affected life in Britain and how we learned from past mistakes.</p> <p>Hi2/2.2 Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><i>For example:</i></p>	<ul style="list-style-type: none"> <li>• Investigate modern Greece and compare to Ancient Greece.</li> <li>• Use a timeline of key dates from Ancient Greece to answer questions about Greek society, leadership, battles and events.</li> <li>• Discuss the similarities and differences between the Sparta and Athens. E.g. educational systems, leaders, society, buildings, army, religion etc.</li> <li>• Know who Alexander the Great was and the impact he had on the Greek empire.</li> </ul> <p>Compare how democracy is organised in modern Britain and Ancient Greece. Look at how life was in ancient Greece and how their accomplishments like the Olympic Games have survived the ages.</p> <p>Hi2/2.4 Ancient Greece Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>
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	<p>Look at life in the Stone Age to the Iron Age. Discuss how historians use sources to tell a story about the past.</p> <p>Hi2/1.1 how life in Pre-Roman Britain changed in Britain from the Stone Age to the Iron Age. <i>Compare life of late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</i> <i>Explore Bronze Age religion, technology and travel, for example, Stonehenge.</i> <i>understand Iron Age hill forts: tribal kingdoms, farming, art and culture.</i></p>	<ul style="list-style-type: none"> <li>a. <i>the changing power of monarchs using case studies such as John, Anne and Victoria</i></li> <li>b. <i>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</i></li> <li>c. <i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></li> <li>d. <i>a significant turning point in British history, for example, the first railways or the Battle of Britain</i></li> </ul>	
<b>GEOGRAPHY</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Kapow	<p><b>Would you like to live in the desert?</b></p> <ul style="list-style-type: none"> <li>- Explore biomes and their various characteristics.</li> <li>- Study deserts mapping those around the world</li> <li>- Focus on North America desert lands.</li> </ul>	<p><b>What are rivers and how are they used?</b></p> <ul style="list-style-type: none"> <li>- Develop an understanding of the water cycle.</li> <li>- Name and map major rivers both globally and in the UK.</li> </ul>	<p><b>Who lives in Antarctica?</b></p> <ul style="list-style-type: none"> <li>- Learn about latitude and longitude and how this links to climate.</li> <li>- Consider the tilt of the Earth and how this impacts the</li> </ul>



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	<ul style="list-style-type: none"> <li>- Learn about the physical features of a desert and consider how humans interact with and have adapted to living in the desert.</li> </ul> <p><b>Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn in relation to deserts around the world.</b></p> <p><b>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</b></p>	<ul style="list-style-type: none"> <li>- Learn the features and course of a river and how they are used by humans.</li> <li>- Study a local reiver (Ribble)</li> <li>- Spot human dn physical features they have learnt through fieldwork.</li> <li>-</li> </ul> <p><b>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</b></p> <p><b>Ge2/1.4c use fieldwork to observe, measure, record and present their findings using a range of methods, including sketch maps, plans and graphs, and digital technologies.</b></p>	<p>Antarctic circle and global temperature.</p> <ul style="list-style-type: none"> <li>- Explore the physical features of a polar region and how humans have adapted to working there.</li> <li>- Study Shackleton’s expedition and plan their own using mapping skills.</li> </ul> <p><b>Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn in relation to deserts around the world.</b></p>
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COMPUTING	Autumn	Spring	Summer
Y3 Kapow	<p><b>Kapow: 1. Computer systems and networks : Network Internet</b>  <b>Kapow : 2. Programming : Emailing</b></p> <p>Working on e-safety and the importance of staying safe online. Developing skills to be able to use technology responsibly and what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school. Looking at word processing and developing typing skills. Using texts and graphics to design and make a finished outcome.</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co2/1.4 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</p>	<p><b>Kapow: 1. Programming : Scratch</b>  <b>Kapow : 2. Computer systems and networks : Journey inside a computer</b></p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.6 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>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;</p>	<p><b>Kapow: 1. Creating media: Video trailers</b>  <b>Kapow : 2. Data Handling : Comparison cards database</b></p> <p>Co2/1.1 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>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co2/1.4 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</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.6 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</p>



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	<p>Co2/1.6 select, use and combine a variety of software (including Microsoft word) 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>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		<p>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>
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COMPUTING	Autumn	Spring	Summer
Y4 Kapow	<p><b>Kapow: 1. Creating Media: Collaborative Learning</b></p> <p><b>Kapow : 2. Computer systems and networks: Web Design</b></p> <p>Working on e-safety and the importance of staying safe online. Developing skills to be able to use technology responsibly and what to do and who to tell if they discover</p>	<p><b>Kapow: 1. Programming: Further coding with scratch</b></p> <p><b>Kapow : 2. Showcasing skills : HTML</b></p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected</p>	<p><b>Kapow: 1. Programming : Computational Thinking</b></p> <p><b>Kapow : 2. Data Handling : Investigating weather</b></p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>



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	<p>something inappropriate or offensive on a website, at home and in school. Looking at word processing and developing typing skills. Using texts and graphics to design and make a finished outcome.</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co2/1.4 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</p> <p>Co2/1.6 select, use and combine a variety of software (including Microsoft word) 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>Co2/1.7 use technology safely, respectfully and responsibly;</p>	<p>and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.6 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>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;</p>	<p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co2/1.4 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</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.6 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>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>
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	recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		
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COMPUTING	Autumn	Spring	Summer
Y5 Kapow	<p><b>Kapow: 1. Computer systems and networks: Search Engines</b></p> <p><b>Kapow : 2. Data Handling : Mars Rover 1</b></p> <p>Working on e-safety and the importance of staying safe online. Developing skills to be able to use technology responsibly and what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school. Looking at word processing and developing typing skills. Using texts and graphics to design and make a finished outcome.</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>Kapow: 1. Programming : Music</b></p> <p><b>Kapow : 2. Showcasing Skills : Mars Rover 2</b></p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.6 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>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;</p>	<p><b>Kapow: 1. Creating Media : Stop motion animation</b></p> <p><b>Kapow : 2. Programming : Micro:bit</b></p> <p>Co2/1.1 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>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co2/1.4 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</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are</p>



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	<p>Co2/1.4 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</p> <p>Co2/1.6 select, use and combine a variety of software (including Microsoft word) 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>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		<p>selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.6 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>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>
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<b>SCIENCE</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Plymouth Science	<p><b>5 core concepts</b></p> <p><b>How are soils and rocks made? (Y3)</b></p>	<p><b>5 core concepts</b></p> <p><b>Spring 1 (How do our skeletons help us? Y3)</b></p>	<p><b>5 core concepts</b></p> <p><b>How does light work? (Y3)</b></p>



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	<ol style="list-style-type: none"> <li>1. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>2. Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>3. Recognise that soils are made from rocks and organic matter.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they get nutrition from what they eat.</li> <li>2. Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ol> <p><b>Spring 2 (Y4) What is Digestion?</b></p> <ol style="list-style-type: none"> <li>1. Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>2. Identify the different types of teeth in humans and their simple functions.</li> <li>3. To understand what producer, predator and prey are.</li> <li>4. Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise that they need light in order to see things, and that dark is the absence of light.</li> <li>2. Notice that light is reflected from surfaces.</li> <li>3. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>4. Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>5. Find patterns in the way that the size of shadows change.</li> </ol>
<b>ART</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Kapow	<p><b>Painting and Mixed Media ; Y3 Prehistoric Painting</b>  <b>5 core learning outcomes</b></p> <ol style="list-style-type: none"> <li>1. Recognise the processes involved in creating prehistoric art and</li> </ol>	<p><b>Painting and mixed media; Y4 Light and dark</b>  <b>5 core learning outcomes</b></p> <ol style="list-style-type: none"> <li>1. Describe the difference between a tint and a shade.</li> </ol>	<p><b>Sculpture and 3D Y3 Abstract shape and space</b>  <b>5 core learning outcomes</b></p> <ol style="list-style-type: none"> <li>1. Try out different ways to make card shapes three dimensional, e.g. folding</li> </ol>



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	<p>explain approximately how many years ago prehistoric art was produced.</p> <ol style="list-style-type: none"> <li>Use simple shapes to build initial sketches using charcoal to recreate the style of cave artists.</li> <li>Create a large scale copy of a small sketch.</li> <li>Demonstrate good understanding of colour mixing with natural pigments and apply their knowledge of colour mixing to make natural colours</li> <li>Discuss the differences between prehistoric and modern paint.</li> </ol>	<ol style="list-style-type: none"> <li>Mix tints and shades by adding black or white paint and use to paint an object in 3D..</li> <li>Discuss their real-life experiences of how colours can appear different.</li> <li>Try different arrangements of objects for a composition, explaining their decisions.</li> <li>Create a final still life painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.</li> </ol>	<p>and curving the card or joining the flat shapes together.</p> <ol style="list-style-type: none"> <li>Combine shapes together to make an interesting free-standing 3D sculpture that holds its shape.</li> <li>Explain in simple terms the difference between 2D and 3D art.</li> <li>Identify shapes in the negative space between objects.</li> <li>Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.</li> </ol> <ul style="list-style-type: none"> <li>Work cooperatively in pairs to add detail to their artwork.</li> </ul>
<b>DT</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Kapow	<p><b>5 core concepts</b>  <b>Kapow Mechanical systems:</b>  <b>Making a pop-up book (Y5)</b></p> <ol style="list-style-type: none"> <li>Produce a suitable plan for each page of their book.</li> <li>Produce the structure of the book.</li> <li>Assemble the components necessary for all their structures/mechanisms.</li> <li>Hide the mechanical elements with more layers</li> </ol>	<p><b>5 core concepts</b>  <b>Kapow: Cooking and Nutrition adapting a recipe (Lesson 1)</b>  <b>Kapow Cooking and nutrition: Developing a recipe (Y5)</b></p> <ol style="list-style-type: none"> <li>Describe the process of beef production.</li> <li>Research a traditional recipe and make changes to it.</li> <li>Add nutritional value to a recipe by selecting ingredients.</li> <li>Prepare and cook a version of bolognese sauce.</li> </ol>	<p><b>5 core concepts</b>  <b>Kapow Structures: Pavilions (Y4)</b></p> <ol style="list-style-type: none"> <li>Produce a range of free-standing frame structures of different shapes and sizes.</li> <li>Design a pavilion that is strong, stable and aesthetically pleasing.</li> <li>Select appropriate materials and construction techniques to create a stable, free-standing frame structure.</li> </ol>



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	<p>using spacers where needed.</p> <p>5. Use a range of mechanisms and structures to illustrate their story and make it interactive for the users.</p> <p><b>(inhouse) How did Stone Age people cook and prepare food?</b></p> <p>Create and cook some Stone Age recipes.</p> <p>DT2/1.1a 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet.</p>	<p><b>(inhouse) What can we make to see in the dark?</b></p> <p>Children create torches using electronical components that will allow them to see in the dark.</p>	<p>4. Select appropriate materials and techniques to add cladding to their pavilion.</p> <p><b>(inhouse) How can we teach others about the Greeks?</b></p> <p>Children create pop up books about the Greeks and the things that they did.</p>
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	<p>DT2/2.1b cook savoury dishes and bread so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes and compare to how stone age people may have cooked.</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients and ingredients that may have been available in Stone Age Britain.</p>		
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MUSIC	Autumn	Spring	Summer
Kapow	<b>Kapow: Composing Creating compositions in response to animation (Y3)</b>	<b>Kapow: Performing and history of music Jazz Y3</b>  Pupils who are <b>secure</b> will be able to:	<b>Kapow: Performing South and West Africa (Y5)</b>  Pupils who are <b>secure</b> will be able to:



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	<p>Pupils who are <b>secure</b> will be able to:</p> <ol style="list-style-type: none"> <li>1. Verbalise how the music makes them feel.</li> <li>2. Create actions or movements appropriate to each section of a piece of music.</li> <li>3. Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.</li> <li>4. Play melodies and rhythms which represent the section of animation they are accompanying.</li> <li>5. Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> </ol> <p><b>What is a Ukelele and how do we play it ? (class 3&amp;4)</b></p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<ol style="list-style-type: none"> <li>1. Explain what ragtime music is.</li> <li>2. Play on the 'off beat' and sing a syncopated rhythm.</li> <li>3. Improvise or compose a call and response scat singing performance with sounds and words.</li> <li>4. Compose and play a jazz motif fluently, using swung quavers.</li> <li>5. Play a swung rhythm using a tuned percussion instrument.</li> </ol> <p><b>How can we compose music?</b></p> <p>Look at a range of instruments. Create pieces of music using a range of looking at dynamics, fluency, accuracy and control.</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.          Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music (keyboards and Samba drums)          Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory.          Mu2/1.4 use and understand staff and other</p>	<ul style="list-style-type: none"> <li>- Sing using the correct pronunciation and with increasing confidence.</li> <li>- Play a chord with two notes, remaining in time.</li> <li>- Maintain their part in a performance with accuracy.</li> <li>- Play the more complicated rhythms in time and with rests.</li> <li>- Create an eight beat break and play this in the correct place.</li> <li>-</li> </ul> <p><b>How can we learn about music history and use it to reflect on the music we've played?</b></p> <p>Learn about the origins of Samba and its roots in the slave trade. Look how other black artists and bands created music from their historical past.</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.          Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music (keyboards and Samba drums)</p>
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	<p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>musical notations create simple pieces of music</p>	<p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Mu2/1.4 use and understand staff and other musical notations create simple pieces of music</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>
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<b>MFL</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Kapow	<p><b>Themes:</b></p> <p><b>Year 3/4</b> French puppets and greetings French adjectives for colour</p> <p><b>Year 4/5</b> French monster pets using adjectives and animals</p>	<p><b>Themes:</b></p> <p><b>Year 3/4</b> French playground games, numbers and age. In the French classroom using French names of items.</p> <p><b>Year 4/5</b></p>	<p><b>Themes:</b></p> <p><b>Year 3/4</b> French transport using directions and transport including holidays. Circle of life in French looking at animals</p> <p><b>Year 4/5</b> Verbs and days of the week</p>



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<p>Space exploration looking at space and science.</p> <ul style="list-style-type: none"><li>• <b>Speaking and pronunciation</b> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li></ul> <p>Present ideas and information orally to a range of audience.</p> <p>Describe people, places, things and actions orally and in writing.</p> <ul style="list-style-type: none"><li>• <b>Listening</b> Listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words.</li></ul> <ul style="list-style-type: none"><li>• <b>Reading and writing</b> Speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that</li></ul>	<p>French speaking world looking at the world and countries across the globe including their climate. Shopping looking at food and French markets and supermarkets.</p> <ul style="list-style-type: none"><li>• <b>Speaking and pronunciation</b> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li></ul> <p>Present ideas and information orally to a range of audience.</p> <p>Describe people, places, things and actions orally and in writing.</p> <ul style="list-style-type: none"><li>• <b>Listening</b> Listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words.</li></ul> <ul style="list-style-type: none"><li>• <b>Reading and writing</b> Speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that</li></ul>	<p>Meet my French family, looking at families and masculine and feminine.</p> <ul style="list-style-type: none"><li>• <b>Speaking and pronunciation</b> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li></ul> <p>Present ideas and information orally to a range of audience.</p> <p>Describe people, places, things and actions orally and in writing.</p> <ul style="list-style-type: none"><li>• <b>Listening</b> Listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words.</li></ul> <ul style="list-style-type: none"><li>• <b>Reading and writing</b> Speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand</li></ul>
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<p>others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write phrases from memory and adapt these to create new sentences, to express ideas clearly.</p> <ul style="list-style-type: none"><li>• <b>Grammar</b> Understand basic grammar appropriate to the language being studied, including 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>Broaden their vocabulary to understand new words that are introduced into familiar written material, including using a dictionary.</p><ul style="list-style-type: none"><li>• <b>Intercultural understanding</b> Appreciate stories, songs, poems and rhymes in the language.</li></ul></li></ul>	<p>others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write phrases from memory and adapt these to create new sentences, to express ideas clearly.</p> <ul style="list-style-type: none"><li>• <b>Grammar</b> Understand basic grammar appropriate to the language being studied, including 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>Broaden their vocabulary to understand new words that are introduced into familiar written material, including using a dictionary.</p><ul style="list-style-type: none"><li>• <b>Intercultural understanding</b> Appreciate stories, songs, poems and rhymes in the language.</li></ul></li></ul>	<p>when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write phrases from memory and adapt these to create new sentences, to express ideas clearly.</p> <ul style="list-style-type: none"><li>• <b>Grammar</b> Understand basic grammar appropriate to the language being studied, including 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>Broaden their vocabulary to understand new words that are introduced into familiar written material, including using a dictionary.</p><ul style="list-style-type: none"><li>• <b>Intercultural understanding</b> Appreciate stories, songs, poems and rhymes in the language.</li></ul></li></ul>
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RE	Autumn	Spring	Summer
	<p><b>4.1 God and David and the Psalms</b></p> <p>Explore the Story of David and his strengths and qualities. To read the Psalms and use them to discover more about the nature of God.</p> <p>David is a key figure in God's plan for his people. Retell stories about David. Explore that some Christians have had to endure great struggles and persevere in difficult circumstances to keep faith in God and follow his way. Recognise their own values and the values of others. Connect Christian values and beliefs to events and teaching in the Bible. Ask important and relevant questions. Show that they understand how the imagery of the Psalms reveals Christian beliefs about the nature of God.</p> <p><b>4.2 Christmas. Exploring the symbolism of light.</b></p> <p>Give pupils an understanding of the Christian belief that Jesus is the, 'Light of the World' and explore the multi-faceted metaphor of bringing light into people's lives. Hanukkah is an important Jewish festival of light. Light</p>	<p><b>4.3 Jesus the Son of God</b></p> <p>We (Christians) believe Jesus is the Son of God he was both God and man and we believe Jesus has power and authority from God over every aspect of creation, life and death. Retell several Bible stories covered and make links between the Bible texts and Christian beliefs and values. There are people who have stood up and spoken out against authorities in situations of injustice and why they are inspirational and talk about people who have inspired us and why. the Jewish holy day is Shabbat and there are many traditions and rules associated with Shabbat.</p> <p><b>4.4 Exploring Easter as a story of trust and betrayal.</b></p> <p>Trust and forgiveness are key Christian values and ask good questions about people's values and commitments. Use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity. Identify and explain the significance of the incidents of betrayal and trust in the Easter story. The incidents of betrayal and trust in the Easter story are significant to the outcome and the events of Holy Week and Easter are</p>	<p><b>4. 5. Are all Churches the same?</b></p> <p>People of other faiths have different places of worship, the names of those buildings, key features and the worship that takes place there. Talk knowledgeably about other places of worship, the features of the building and the worship that takes place there. Make links between values and beliefs and behaviour. Use religious vocabulary to name features of the church building, talk about their significance and link to the Bible. Identify similarities and differences between churches and denominations worldwide. The Bible gives guidance to the church about behaviour and attitudes and what that guidance is. Christianity is a world-wide multi-cultural faith. Peter and the disciples 'built' the church after the events of Pentecost. not all church buildings are the same but have similar features according to denomination. Ask good questions about the similarities and differences between different denominational practices.</p> <p><b>4.6 What is Prayer?</b></p>



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	<p>is used as a metaphor to describe Jesus and his impact on the world. The light of Jesus brings hope in dark places. Talk with understanding about the ways in which Jesus' followers bring his light into the world. Create light metaphors for Jesus that show understanding of Jesus actions and divinity. Ask important and relevant questions about religious experiences and beliefs. Talk with understanding about the symbolism of Jesus as light.</p>	<p>key to understanding what Jesus came to earth to do – God's salvation plan. We (Christians) believe that we can trust Jesus. Use religious vocabulary to make links between Christian beliefs and the stories of Lent Holy Week and Easter. Describe and show understanding of the Christian value of forgiveness in relation to the story of Peter.</p>	<p>Prayer is the way in which believers communicate with God and is connected to faith. Christian beliefs are revealed in the content of prayers. Talk about the similarities and differences in the ways people of faith pray. Talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer.</p>
<b>Christian Distinctiveness – Understanding Christianity</b>			
	<p>Generosity Harvest – God and Creation Wisdom Incarnation Christmas – hope, peace, joy and love</p>	<p>Thankfulness - for gifts and for Jesus as a gift to us Gospel– The teaching of Jesus Easter – Salvation</p>	<p>Love- Kingdom of God People of God Ascension and Pentecost - Gospel</p>

PSHE / Relationship Education	Autumn	Spring	Summer
Taught in separate year groups	<p><b>Autumn</b> How can we be a good friend? (Y3) What keeps us safe? (Y3)</p>	<p><b>Autumn</b> How can we be a good friend? (Y3) What keeps us safe? (Y3)</p>	<p><b>Autumn</b> How can we be a good friend? (Y3) What keeps us safe? (Y3)</p>



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	<p>What strengths, skills and interests do we have? (Y4) What makes a person's identity? (Y5) How do we treat people with respect? (Y4) What decisions can people make with money? (Y5)</p> <p><b><u>Spring</u></b> What are families like? (Y3) What makes a community? (Y3) How can we manage our feelings? (Y4) How can our choices make a difference to others and the environment? (Y4) How can we help in an accident or emergency? (Y5) How can friends communicate safely? (Y5)</p> <p><b><u>Summer</u></b> How will we grow and change? (Y4) Why should we eat well and look after our teeth? (Y3) Why should we keep active and sleep well? (Y3) How can we manage risk in different places? (Y4) How can drugs common to everyday life affect health? (Y5) What jobs would we like? (Y5)</p>	<p>What strengths, skills and interests do we have? (Y4) What makes a person's identity? (Y5) How do we treat people with respect? (Y4) What decisions can people make with money? (Y5)</p> <p><b><u>Spring</u></b> What are families like? (Y3) What makes a community? (Y3) How can we manage our feelings? (Y4) How can our choices make a difference to others and the environment? (Y4) How can we help in an accident or emergency? (Y5) How can friends communicate safely? (Y5)</p> <p><b><u>Summer</u></b> How will we grow and change? (Y4) Why should we eat well and look after our teeth? (Y3) Why should we keep active and sleep well? (Y3) How can we manage risk in different places? (Y4) How can drugs common to everyday life affect health? (Y5) What jobs would we like? (Y5)</p>	<p>What strengths, skills and interests do we have? (Y4) What makes a person's identity? (Y5) How do we treat people with respect? (Y4) What decisions can people make with money? (Y5)</p> <p><b><u>Spring</u></b> What are families like? (Y3) What makes a community? (Y3) How can we manage our feelings? (Y4) How can our choices make a difference to others and the environment? (Y4) How can we help in an accident or emergency? (Y5) How can friends communicate safely? (Y5)</p> <p><b><u>Summer</u></b> How will we grow and change? (Y4) Why should we eat well and look after our teeth? (Y3) Why should we keep active and sleep well? (Y3) How can we manage risk in different places? (Y4) How can drugs common to everyday life affect health? (Y5) What jobs would we like? (Y5)</p>
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SMSC including Fundamental British Values		
	<p><b>SMSC:</b></p> <p><b>Spiritual</b> - create writing, music, art inspired by nature</p> <p><b>Moral</b> - understand the consequences of our behaviour and actions</p> <p><b>Social</b> - work with others on a social action cause linked to local, national and global issues.</p> <p><b>Cultural</b> - participate in and respond to artistic opportunities</p> <p><b>Fundamental British Values:</b> Individual liberty – choices about the language we use</p> <p>Democracy - participate in class elections for the school council</p> <p>The rule of law – create set of acceptable ways yo behave in class and around school</p> <p>Respect – for endangered wildlife, both animals and plants</p>	<p><b>SMSC:</b></p> <p><b>Spiritual</b> – reflect on our beliefs, religious or otherwise, that inform our perspective on life and our interest in and respect for different people’s faiths, feelings and values.</p> <p><b>Moral</b> – Understand the consequences of our behaviour and show respect for the civil and criminal laws of England.</p> <p><b>Social</b> – Know that the rule of law protects the rights of individual citizens and is essential for our well-being and safety.</p> <p><b>Cultural</b> – Explore and show respect for different faiths, religious, ethnic and socio-economic groups in national and global communities.</p> <p><b>Fundamental British Values:</b> Individual liberty - we should be able to do and say things which are different but not illegal</p>
	<p><b>SMSC:</b></p> <p><b>Spiritual</b> – Sense enjoyment and fascination when learning about themselves, others and the world around them</p> <p><b>Moral</b> – Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues</p> <p><b>Social</b> – Co-operate well with others and be able to resolve conflicts effectively</p> <p><b>Cultural</b> - Understand the wide range of cultural influences that have shaped their heritage and those of others</p> <p><b>Fundamental British Values:</b> Individual liberty - it is good to have dreams and goals; learning from when things go wrong</p> <p>Democracy – all countries have their own rules to decided how their country is ruled</p>	



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	Mutual respect – taking part in charitable work in school (organising fundraising events)	The rule of law - understand how laws have changed over time and how the court system works	
<b>Philosophy 4 Children (P4C)</b>			
	<p><b>Does our skin colour tell our whole story?</b></p> <p><b>Spiritual: Exploring the values and beliefs of others:</b> Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on different people in our society. (tolerance, mutual respect, individual liberty)</p> <p><b>Moral: Investigating moral values and ethical issues:</b> Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues such as slavery, civil rights and apartheid and discovering about diversity and what it means by a multicultural society. (democracy and individual liberty).</p> <p><b>Cultural: Exploring, understanding and respecting diversity:</b> Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand,</p>	<p><b>How can we learn from the mistakes of others?</b></p> <p><b>Spiritual: Exploring the values and beliefs of others:</b> Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on different people in our society and how other people have different beliefs of their own. (tolerance, mutual respect, individual liberty)</p> <p><b>Moral: Investigating moral values and ethical issues:</b> Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues such as sustainability, fairtrade and climate change and global warming and how our choice can affect future generations. (democracy and individual liberty).</p> <p><b>Cultural: Exploring, understanding and respecting diversity:</b> Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their</p>	<p><b>What does it mean to discriminate?</b></p> <p><b>Spiritual: Exploring the values and beliefs of others:</b> Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on different people in our society and how other people have different disabilities. (tolerance, mutual respect, individual liberty)</p> <p><b>Moral: Investigating moral values and ethical issues:</b> Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues such as people who have disabilities including the paraolympic games and game involving able bodies athletes, the role of women and the effect of gender discrimination in sport (democracy and individual liberty).</p> <p><b>Cultural: Exploring, understanding and respecting diversity:</b> Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect</p>



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	accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities and how diversity in our society has shaped the heritage of the UK and other countries.	attitudes towards different people from around the world and the UK who have championed for environmental issues and their affects on other people's lives,	and celebrate diversity, as shown by their attitudes towards disabled athletes, racism and gender stereotypes in sports from around the world and the UK.and athletes who have championed for change in large sporting competitions or events.
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PE	Autumn	Spring	Summer
	<p><b>How can we improve our health?</b></p> <p>Class 3 Children take part in 10 sessions of swimming lessons. Weekly multi sports allow for competitive games and a variety of sport activities to take place. Class 4 Cricket lessons will take place from a qualified coach to understand the skills of basic throwing and rules for attack and defence. Children will practice gymnastic and dance skills</p> <p>PE2/1.2a Swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p><b>How can we keep active?</b></p> <p>Class 4 Children take part in 10 sessions of swimming lessons. Weekly multi sports allow for competitive games and a variety of sport activities to take place. Games sessions will take place from a qualified coach to understand the skills of basic throwing and rules for attack and defence. Children will practice gymnastic and dance skills</p> <p>PE2/1.2a Swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p><b>Are all sports team sports?</b></p> <p>Games sessions will take place from a qualified coach to understand the skills of basic throwing and rules for attack and defence. Children will practice gymnastic and dance skills</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending PE2/1.1c develop flexibility, strength, technique, control and balance through gymnastics. PE2/1.1a Use running, throwing and catching in isolation and in combination when playing cricket and multi sports.</p>



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	<p>PE2/1.2b Use a range of strokes effectively</p> <p>PE2/1.2c perform safe self-rescue in different water-based situations.</p> <p>PE2/1.1b play competitive games like hockey and cricket, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance through dance.</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p>PE2/1.1a Use running, throwing and catching in isolation and in combination when playing cricket and multi sports.</p>	<p>PE2/1.2b Use a range of strokes effectively</p> <p>PE2/1.2c perform safe self-rescue in different water-based situations.</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance through gymnastics.</p> <p>PE2/1.1a Use running, throwing and catching in isolation and in combination when playing cricket and multi sports.</p> <p>PE2/1.1b Play a variety of competitive games such as cricket and apply basic principles suitable for attacking and defending.</p>	<p>PE2/1.1b Play a variety of competitive games such as cricket and apply basic principles suitable for attacking and defending.</p>
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MATHS	Autumn	Spring	Summer
	White Rose Maths Mastery used for daily discrete maths lessons Additional opportunities for contextual learning and using and applying mathematics linked to the themes.		

ENGLISH	Autumn	Spring	Summer
	Literacy Tree English scheme used daily for developing oracy, reading, writing, grammar skills which is supplemented with additional English resources below.		