

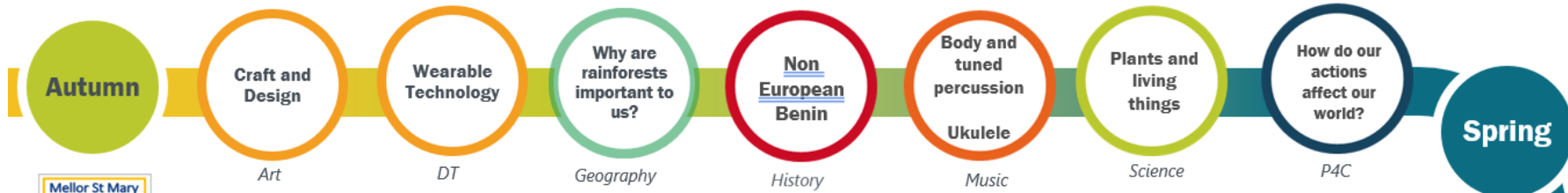


Believing, Learning & Sharing Together

Mellor St Mary CE Primary School KS2 Curriculum Overview

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

Autumn Term enquiry question :What is happening in the Rainforest?



KS2 (Y3, Y4, Y5) Cycle B

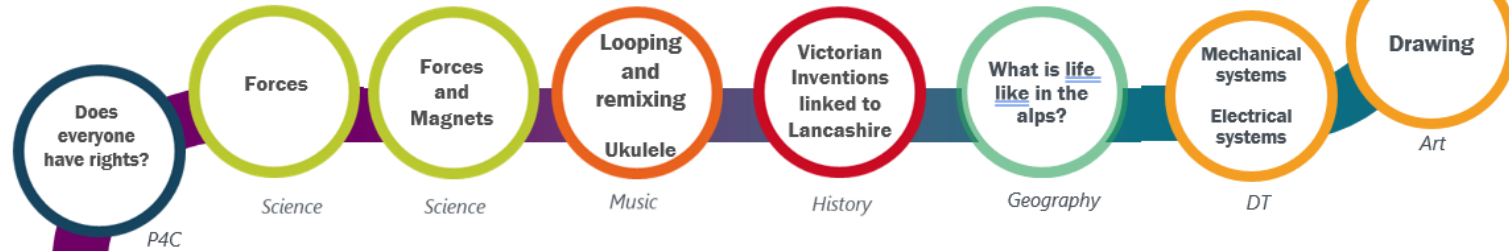
Curriculum Plan

In KS2 some subjects such as English, Maths, PE, MFL, IT, PSHE and RE are delivered on a weekly basis.

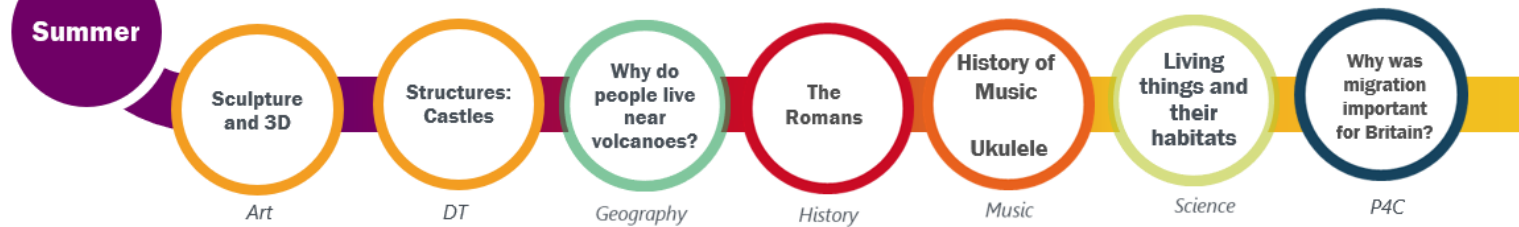
The subjects shown on this map are delivered in weekly blocks, all of which build up children's knowledge, understanding and skills of each subject over each term and year.



Spring Term enquiry question : How do forces help us solve problems?



Summer Term enquiry question : What did the Romans do for us?





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Revised January 2024			
5 core learning outcomes for each unit within each subject			
CYCLE B	Autumn	Spring	Summer
Year 3, 4, 5	<p>What is happening in the Rainforest ?</p> <p style="color: #0070C0;">Psalms 96:11-12 Let the heavens rejoice, the earth be glad; let the sea resound and all that is in it. Let the fields be jubilant and everything in them; let the trees of the forest sing for joy.</p>	<p>How do forces help us to solve problems?</p> <p style="color: #0070C0;">Job 11:7 Can you find out the deep things of God? Can you find out the limit of the Almighty.</p>	<p>What did the Romans do for us?</p> <p style="color: #0070C0;">Romans 12:18 Do all that you can to live in peace with everyone.</p>
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)
	Charity : Land Fill Trust enterprise activities and WWF adopt an animal campaign.	Visit to Manchester / Halifax / Science Museum	Visit to Ribchester Roman Settlement and observation station on Mellor Moor.



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HISTORY	Autumn	Spring	Summer
	<p>Non European Civilization: The Benin Kingdom</p> <p>5 core learning outcomes</p> <ul style="list-style-type: none"> • Use a timeline of key dates to answer questions about Benin society, leadership, battles and events. • Understand the religious beliefs and practices of a non European society/ Edo people of rainforests in West Africa. • Compare Benin people's beliefs about their King (Oba) with other ancient civilisations – Egyptians, Greeks and own. • Explain the impact of British colonisation / British Empire had on the Kingdom of Benin. <p>Explain the growth of Benin's kingdom, trade, military battles, society and its collapse.</p>	<p>Victorian inventions and local inventors</p> <p>5 core learning outcomes</p> <ul style="list-style-type: none"> • Recall facts about Accrington Richard Kenyon EWBANK SWEEPER 1880. How it changed the time it took to clean, freeing up time for women to work or have social lives. • Recall facts about Darwen inventor Frederick Walton who invented Lincrusta wallcovering in 1877 . How did this invention change the appearance of poor people's homes. • Investigate the NORI brick company in Accrington. How far did their products travel? Did they contribute to any famous structures? • Recall facts about English dye and fabric chemist John Mercer who was born in Great Harwood invented the mercerisation process for treating cotton. How did this help the cotton industry and continue trade in this vital industry? • Explain how the inventions changed the lives of people in that time period. Compare inventions from Victorian 	<p>The Romans and Anglo Saxons</p> <p>5 core learning outcomes</p> <ul style="list-style-type: none"> • Use a timeline of key dates from Ancient Rome to answer questions about Roman society, leadership, battles and events. • Understand the significance of the Roman Empire in history. E.g. Julius Caesar's invasion in 55-54 BC. • Describe the Roman Empire in AD 42 and the power of its army. E.g. the successful invasion of Britain by Claudius (including the construction of Hadrian's Wall) • Know why Britain resisted the Roman invasion led by Queen Boudicca • Explain the lasting impact of Roman technology on modern day Britain (including roads and aqueducts), religion, homes, and compare to other periods of history studied.



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		era / industrial revolution with inventions today – link to forces in Science - AI/ VI designers.	<ul style="list-style-type: none"> Order key events from the Roman/ Anglo Saxon era in a timeline.
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GEOGRAPHY	Autumn	Spring	Summer
Kapow	<p>Why are rainforests important to us?</p> <ul style="list-style-type: none"> Focus on links between biomes and climate. Locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. Investigate the physical features and layers of the Amazon rainforest. Consider how plants adapt to these conditions. Learn about the people who live in the rainforest Discuss the impact of human activity locally and globally. 	<p>What is it like to live in the alps?</p> <ul style="list-style-type: none"> Discover the climate of mountain ranges. Consider why people choose to visit the Alps Focus on Innsbruck and identify the human and physical features that attract tourists. Apply their learning to investigate tourism in the local area. Mapp recreational land use and present their findings. 	<p>Why do people live near volcanoes?</p> <ul style="list-style-type: none"> Learn how the Earth is constructed including tectonic plates and their boundaries. Learn how mountains are formed. Explain the formation and types of volcanoes. Explore the cause of earthquakes. Map the global distribution of mountains, volcanoes and earthquakes. Consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.



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	<ul style="list-style-type: none"> Identify the countries and capital cities of South America Explain how the land use in Amazonia has changed over time Use scale to measure distances and confidently use OS maps and use 6 figure grid references 		<p>Ge2/1.3a describe and understand key aspects of physical geography, including: volcanoes and earthquakes, and how they are formed.</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and fault lines and describe volcanoes and earthquakes.</p>
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COMPUTING	Autumn	Spring	Summer
Y3 Kapow	<p>Kapow: 1. Computer systems and networks : Network Internet</p> <p>Kapow : 2. Programming : Emailing</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>Kapow: 1. Programming : Scratch</p> <p>Kapow : 2. Computer systems and networks : Journey inside a computer</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,</p>	<p>Kapow: 1. Creating media: Video trailers</p> <p>Kapow : 2. Data Handling : Comparison cards database</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</p>



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	<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; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>analysing, evaluating and presenting data and information.</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;</p>	<p>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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COMPUTING	Autumn	Spring	Summer
Y4 Kapow	<p>Kapow: 1. Creating Media: Collaborative Learning</p> <p>Kapow : 2. Computer systems and networks: Web Design</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</p>	<p>Kapow: 1. Programming: Further coding with scratch</p> <p>Kapow : 2. Showcasing skills : HTML</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>Kapow: 1. Programming : Computational Thinking</p> <p>Kapow : 2. Data Handling : Investigating weather</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</p>



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	<p>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>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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COMPUTING	Autumn	Spring	Summer
Y5 Kapow	<p>Kapow: 1. Computer systems and networks: Search Engines</p> <p>Kapow : 2. Data Handling : Mars Rover 1</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>Kapow: 1. Programming : Music</p> <p>Kapow : 2. Showcasing Skills : Mars Rover 2</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>Kapow: 1. Creating Media : Stop motion animation</p> <p>Kapow : 2. Programming : Micro:bit</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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SCIENCE	Autumn	Spring	Summer
Plymouth Science	<p>Core Outcomes</p> <p>Autumn 1 (Plants Y3)</p> <ol style="list-style-type: none"> 1. Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers. 2. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. 3. Investigate the way in which water is transported within plants. 4. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	<p>Core Outcomes</p> <p>Spring 1 Forces and Magnets (Y3)</p> <ol style="list-style-type: none"> 1. Compare how things move on different surfaces. (Y3) 2. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. (Y3) 3. Observe how magnets attract or repel each other and attract some materials and not others. 4. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. 5. Describe magnets as having two poles and predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Core Outcomes</p> <p>Living things and their habitats (Y5)</p> <ol style="list-style-type: none"> 1. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. 2. Describe the life process of reproduction in some plants and animals. <p>Animals including humans development to old age. (Y5) Taught in PSHE</p> <ol style="list-style-type: none"> 1. Explain the changes that takes place in boys and girls during puberty 2. Explain how a baby changes physically as it grows, and also what it is able to do <p>Return to plants (From Autumn) - Explore flowering plants and polination.</p>



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	<p>Autumn 2 (Living things and living things and their habitats Y4)</p> <ol style="list-style-type: none"> 1. Recognise that living things can be grouped in a variety of ways. (Y4) 2. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4) <p>Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4)</p> <ul style="list-style-type: none"> • Using keys to classify living creatures • Looking at life cycle of different animals and the processes of reproduction. 	<p>Forces (Y5)</p> <ol style="list-style-type: none"> 1. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. 2. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. 3. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	
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ART	Autumn	Spring	Summer
Kapow	<p>Craft and Design : Y4 Fabric of Nature 5 core learning outcomes</p>	<p>Drawing : Y4 Power prints 5 core learning outcomes</p> <ol style="list-style-type: none"> 1. Explore the effect of holding a pencil in different ways/pressure to create several 	<p>Sculpture and 3D : Y5 Interactive Installations 5 core learning outcomes</p>



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	<ol style="list-style-type: none"> 1. Create drawings that replicate a selected image 2. Select imagery and colours to create a mood board with a defined theme and colour palette. 3. Understand the work of William Morris, using subject vocabulary to describe his work and style. 4. Create a repeating pattern, adding extra detail as well as identifying and explaining where a pattern repeats. <p>Understand different methods of creating printed fabric in creative industries.</p>	<p>pencil tones when shading and create a simple 3D effect.</p> <ol style="list-style-type: none"> 2. Demonstrate an awareness of the relative size of the objects they draw. 3. Use different tools to create marks and patterns when scratching into a painted surface. 4. Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. E.g. Use charcoal and rubber to show areas of light and dark in their drawings. 5. Work co-operatively to create a joint artwork, experimenting with their methods. 	<ol style="list-style-type: none"> 1. Show that they understand what installation art means by answering questions about a chosen installation thoughtfully and generate their own questions. 2. Justify their opinions of installation artworks. 3. Evaluate their box designs, considering how they might appear as full-sized spaces and suggest changes they could make if they repeated the activity to create a different atmosphere in the space. 4. Create an installation plan, model or space. 5. Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation justifying choices made, explaining how they improve the viewer experience or make it interactive.
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DT	Autumn	Spring	Summer
Kapow	Kapow Digital world: Wearable Technology (Y3)	Kapow Mechanical systems: Making a slingshot car (Y4) 1. Work independently to produce an accurate, functioning car chassis.	Kapow Structures: Constructing a castle (Y3)



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	<ol style="list-style-type: none">1. Write a program that initiates a flashing LED panel, or another pattern, on the virtual micro:bit when a button is pressed and identify any errors.2. Explain the basic functionality of their finished program.3. Suggest key features for a way to attach the product to the user, with some consideration for the overall theme and the user.4. Create annotated diagrams to help illustrate how their product is worn.5. Follow basic design requirements using computer-aided design, drawing at least one shape with a text box and bright colours, following a demonstration then evaluate their design. <p>Stand alone lesson Kapow Textiles: Fastenings (Lesson 1)</p>	<ol style="list-style-type: none">2. Design a shape that is suitable for the project.3. Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed.4. Construct car bodies effectively.5. Conduct a trial accurately and draw conclusions and improvements from the results. <p>Stand alone lesson Mechanical Systems Pneumatic toys (Lesson 1 and 2)</p>	<ol style="list-style-type: none">1. Draw and label a simple castle that includes the most common features.2. Design a castle with key features which satisfy a given purpose.3. Score or cut along lines on the net of a 2D shape.4. Use glue to securely assemble geometric shapes.5. Evaluate their work by answering simple questions.
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MUSIC	Autumn	Spring	Summer
<p>Kapow</p>	<p>Kapow: Inter dimensions of music Y4 Body and Tuned Percussion (Rainforest)</p> <p>Pupils who are secure will be able to:</p> <ol style="list-style-type: none"> 1. Identify the structure of a piece of music. 2. Have an idea as to when there is one layer in a piece of music and when there are two. 3. Play a sequence in the correct order in time with their partner. 4. Have two contrasting rhythms being played together then have two different melodies being played together. 5. Have a complete piece of music with four different layers with an appropriate structure. <p>What is a Ukelele and how do we play it ? (class 3&4)</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their</p>	<p>Kapow: Composing Looping and remixing (Y5)</p> <p>Pupils who are secure will be able to:</p> <ol style="list-style-type: none"> 1. Perform a looped body percussion rhythm; keeping in time with their group. 2. Use loops to create a whole piece of music, ensuring that the different aspects of music work together. 3. Play the first section of 'Somewhere Over the Rainbow' with accuracy. 4. Choose a suitable fragment of music and be able to play it along to the backbeat. 5. Perform a piece with some structure and two different loops. <p>What is a Ukelele and how do we play it ? (class 3&4)</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>	<p>Kapow: Performing and history Adapting and transposing motifs (Y4)</p> <p>Pupils who are secure will be able to:</p> <ol style="list-style-type: none"> 1. Learn a new song, singing in time and in tune while following the lyrics. 2. Identify motifs aurally and play a repeated pattern on a tuned instrument. 3. Create and performing a motif, notating it with reasonable accuracy. 4. Transpose their motif, using sharp or flat notes where necessary and change the rhythm. 5. Combine different versions of a musical motif and perform as a group using musical notation. <p>What is a Ukelele and how do we play it ? (class 3&4)</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices</p>



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	<p>voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <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>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>and playing musical instruments with increasing accuracy, fluency, control and expression</p> <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>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>
MFL	Autumn	Spring	Summer
Kapow	Themes: Year 3/4	Themes: Year 3/4	Themes: Year 3/4



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	<p>French puppets and greetings French adjectives for colour</p> <p>Year 4/5 French monster pets using adjectives and animals Space exploration looking at space and science.</p> <ul style="list-style-type: none">• Speaking and pronunciation 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. <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">• Listening Listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs	<p>French playground games, numbers and age. In the French classroom using French names of items.</p> <p>Year 4/5 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">• Speaking and pronunciation 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. <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">• Listening 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.	<p>French transport using directions and transport including holidays. Circle of life in French looking at animals</p> <p>Year 4/5 Verbs and days of the week Meet my French family, looking at families and masculine and feminine.</p> <ul style="list-style-type: none">• Speaking and pronunciation 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. <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">• Listening 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.
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	<p>and rhymes and link the spelling sound and meaning of words.</p> <ul style="list-style-type: none"> Reading and writing Speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Read carefully and show understanding of words, phrases and simple writing. Write phrases form memory and adapt these to create new sentences, to express ideas clearly. Grammar 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. 	<ul style="list-style-type: none"> Reading and writing Speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Read carefully and show understanding of words, phrases and simple writing. Write phrases form memory and adapt these to create new sentences, to express ideas clearly. Grammar 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. Broaden their vocabulary to understand new words that are introduced into familiar written material, including using a dictionary. Intercultural understanding 	<ul style="list-style-type: none"> Reading and writing Speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Read carefully and show understanding of words, phrases and simple writing. Write phrases form memory and adapt these to create new sentences, to express ideas clearly. Grammar 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. Broaden their vocabulary to understand new words that are introduced into familiar written material, including using a dictionary.
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	<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"> • Intercultural understanding Appreciate stories, songs, poems and rhymes in the language. 	<p>Appreciate stories, songs, poems and rhymes in the language.</p>	<ul style="list-style-type: none"> • Intercultural understanding Appreciate stories, songs, poems and rhymes in the language.
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RE	Autumn	Spring	Summer
	<p>3.6 Harvest. Explore further the meaning and purpose of Harvest Festival celebrations building on knowledge from KS1</p> <p>3.2 Christmas God is with us Children are given the opportunity to reflect upon Christmas as a celebration of God's presence with us 2000 years ago and now.</p>	<p>3.1 Called by God Children are given the opportunity to consider what it means to be called by God and the responses people have made to that call.</p> <p>3.4 Exploring the sadness and joy of Easter. The Easter story will be explored from the angle of the feelings evoked by the different events throughout Holy Week. They will discover how the services held in churches during Holy week reflect the sadness and joy and develop further the pupils' understanding of the concept of salvation.</p>	<p>3.3 Jesus the man that changed lives. Children's insight into the impact Jesus had/has on people's lives will be deepened.</p> <p>3.5 Which rules should we follow? Pupils will be given an opportunity to consider the value and purpose of rules. They will examine Christian rules for living and the source of these rules. Pupils will be encouraged to reflect upon their own lifestyle and the influences upon it and consider the rules followed by other faiths and the ways in which the rules influence behaviour and decisions.</p>



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Christian Distinctiveness – Understanding Christianity			
	Generosity Harvest – God and Creation Wisdom Incarnation Christmas – hope, peace, joy and love	Thankfulness - for gifts and for Jesus as a gift to us Gospel– The teaching of Jesus Easter – Salvation	Love- Kingdom of God People of God Ascension and Pentecost - Gospel

PSHE / Relationship Education	Autumn	Spring	Summer
Taught in separate year groups	<p>Autumn</p> How can we be a good friend? (Y3) What keeps us safe? (Y3) 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>Spring</p> What are families like? (Y3) What makes a community? (Y3) How can we manage our feelings? (Y4)	<p>Autumn</p> How can we be a good friend? (Y3) What keeps us safe? (Y3) 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>Spring</p> What are families like? (Y3) What makes a community? (Y3) How can we manage our feelings? (Y4)	<p>Autumn</p> How can we be a good friend? (Y3) What keeps us safe? (Y3) 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>Spring</p> What are families like? (Y3) What makes a community? (Y3) How can we manage our feelings? (Y4)



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	<p>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>Summer 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>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>Summer 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>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>Summer 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>
SMSC including Fundamental British Values			
	<p>SMSC: Spiritual - create writing, music, art inspired by nature</p> <p>Moral - understand the consequences of our behaviour and actions</p>	<p>SMSC: Spiritual – 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>Moral – Understand the consequences of our behaviour and show respect for the civil and criminal laws of England.</p>	<p>SMSC: Spiritual – Sense enjoyment and fascination when learning about themselves, others and the world around them</p> <p>Moral – Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues</p>



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	<p>Social - work with others on a social action cause linked to local, national and global issues.</p> <p>Cultural - participate in and respond to artistic opportunities</p> <p>Fundamental British Values: 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 you behave in class and around school</p> <p>Respect – for endangered wildlife, both animals and plants</p> <p>Mutual respect – taking part in charitable work in school (organising fundraising events)</p>	<p>Social – Know that the rule of law protects the rights of individual citizens and is essential for our well-being and safety.</p> <p>Cultural – Explore and show respect for different faiths, religious, ethnic and socio-economic groups in national and global communities.</p> <p>Fundamental British Values: Individual liberty - we should be able to do and say things which are different but not illegal</p> <p>The rule of law - understand how laws have changed over time and how the court system works</p>	<p>Social – Co-operate well with others and be able to resolve conflicts effectively</p> <p>Cultural - Understand the wide range of cultural influences that have shaped their heritage and those of others</p> <p>Fundamental British Values: 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>
Philosophy 4 Children (P4C)			



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How do our actions affect our world?

Spiritual: Exploring the values and beliefs of others: Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on our world and how it is treated by ourselves and others. (tolerance, mutual respect, individual liberty)

Moral: Investigating moral values and ethical issues: Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues such as climate change, deforestation and plastic pollution and discovering about sustainability and what it means by a sustainable society. (mutual respect and individual liberty).

Cultural: Exploring, understanding and respecting diversity: 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 attitudes towards animals, ethnic and socio-economic groups in the local, national and global communities who rely on the rainforest and how our actions can impact on

Does everyone have rights?

Spiritual: Exploring the values and beliefs of others: Is shown by pupils' beliefs, religious, political or sexual preference which make them who they are and inform their perspective on different people in our society and how other people have the right to have different beliefs, views and preferences of their own. (tolerance, mutual respect, individual liberty)

Moral: Investigating moral values and ethical issues: Is shown by pupils' interest in investigating, and offering reasoned views about human rights and rights for children and whether society ensures children are safe locally, nationally and globally (democracy and individual liberty).

Cultural: Exploring, understanding and respecting diversity: 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 other peoples' rights and how we can uphold these in school and beyond. Children understand the rights of others and significant people in history and present day championing for human rights.

Why was migration important for Britain?

Spiritual: Exploring the values and beliefs of others: Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on refugees, migrants and asylum seekers and the meaning of safety. Their interest in and respect for different peoples values, beliefs, customs and traditions who come to our country for different reasons. (tolerance, mutual respect, individual liberty)

Moral: Investigating moral values and ethical issues: Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues such as slavery in ancient and modern times about freedom and what it means to be able to vote and say your opinion in a country. How Britain's society today was built on migrants and immigrants during different periods of history. (democracy and individual liberty).

Cultural: Exploring, understanding and respecting diversity: Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect



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	<p>others' lives. Also they have shown this through their attitudes towards different people from around the world and the UK who have championed for environmental issues and their effects on other people's lives,</p>		<p>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 migrants over our history have shaped the heritage of the UK and other countries.</p>
PE	Autumn	Spring	Summer
	<p>How can we improve our health?</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. PE2/1.2b Use a range of strokes effectively</p>	<p>How can we keep active?</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. PE2/1.2b Use a range of strokes effectively</p>	<p>Are all sports team sports?</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>PE2/1.2c 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>PE2/1.2c 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.		