



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 is water important ?



KS2 (Y3, Y4, Y5) Cycle A

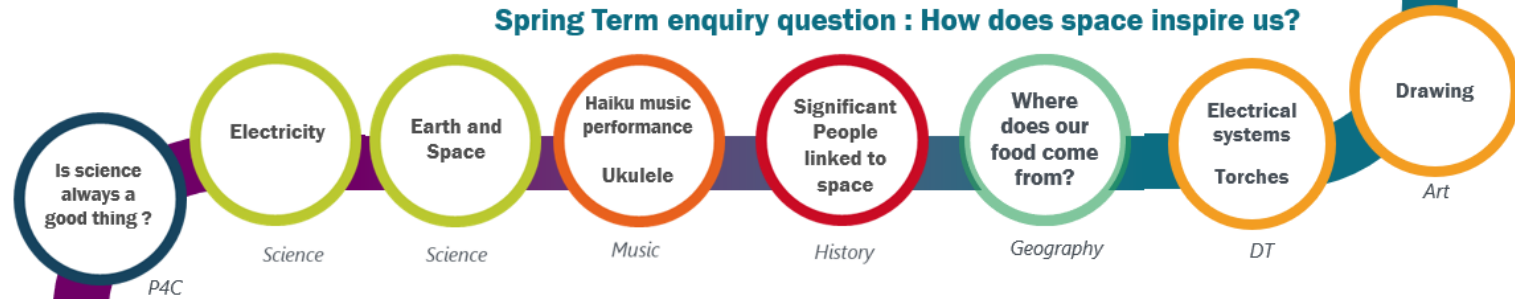
Curriculum Plan

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

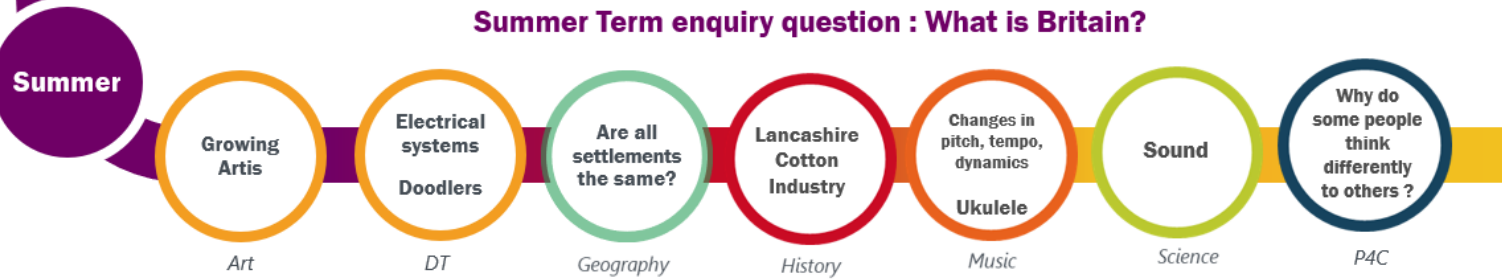
The subjects shown on this map are delivered in weekly blocks, all of which build up children's knowledge, understanding and skills of each subject over each term and year.



Spring Term enquiry question : How does space inspire us?



Summer Term enquiry question : What is Britain?





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Revised December 2023			
5 core learning outcomes for each unit within each subject			
CYCLE A	Autumn	Spring	Summer
Year 3, 4, 5	<p>Why is water important?</p> <p>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.</p>	<p>How does space inspire people?</p> <p>Colossians 1:17 He is before all things and in him all things hold together.</p>	<p>What is Britain?</p> <p>1 Peter 2:9 But you are a chosen race, a royal priesthood, a holy nation, a people for his own possession, that you may proclaim the excellencies of him who called you out of darkness into his marvellous light.</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)

HISTORY	Autumn	Spring	Summer
	<p>Ancient Civilization: Who were the Ancient Egyptians?</p> <p>5 core learning outcomes</p>	<p>Significant people connected to Space</p>	<p>Local History Lancashire Cotton Trade/ Theme in British History from 1066: How significant was the Lancashire Cotton</p>



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	<ul style="list-style-type: none"> • Investigate modern Egypt and compare to Ancient Egypt. • Recall facts about farming in Ancient Egypt and the importance of the River Nile. • Describe the findings of Tutankhamun's tomb. • Recall facts about hieroglyphs. • Recall facts about the beliefs of the Ancient Egyptians and present their findings <p>Discuss importance of pyramids and become more familiar with their architectural features – comparing to other significant buildings from different historical periods.</p> <p>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt including the different Pharaohs and their impact in the world today, how the River Nile was important for Ancient Egyptians, How they spent free time and the British Egyptologists that discovered the tombs of the pharaohs.</p>	<p>5 Core learning outcomes</p> <ul style="list-style-type: none"> • Chronologically order significant scientists connected with space study and know why they are remembered today. • Recall facts about Ptolemy, Copernicus, Galileo Galilei, • Know who Katherine Johnson is • Order important facts and dates about each polymath linked to Space – astronomy and discoveries about the universe (linked to Geography / Science) <p>(possible extension work - recall facts about Sir Frank Whittle and how the jet engine developed over time.)</p> <p>Significant People: the lives of significant individuals in the past who have contributed to national and international achievements. Follow on from KS1.</p> <p>Astronomers and space exploration including Ptolemy, Copernicus, Galileo, Katherine Johnson</p>	<p>Industry for the people of Lancashire and beyond?</p> <p>5 core learning outcomes</p> <ul style="list-style-type: none"> • Know the significance of the Lancashire Cotton Industry for the people of Lancashire and beyond. • Investigate the impact the Lancashire Cotton Industry had on the people of Lancashire and beyond. • Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference and significance linked to the cotton industry and cotton trade. • Know what life was like for a cotton worker in Lancashire and compare to Mill Owner. <p>Know where cotton came from and where it was going to (linked to Geography). Learn about significant events in British History that extend their knowledge beyond 1066. The Lancashire Cotton Industry and its links to the Transatlantic slave trade (covered in Y6). Children will learn about what local life was like for those who</p>
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			worked in the mill and those who owned the mill. The will understand the connections to international trade and transport of goods and people and compare this with the systems of today.
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GEOGRAPHY	Autumn	Spring	Summer
	<p>Why do Oceans matter?</p> <p>Explore the significance of our oceans Learn how humans use and impact them and how this has changed over time.</p> <p>Study the Great Barrier Reef and how plastic pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco friendly choices.</p> <p>Use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.</p> <p>Look at the seas around the UK and why they are important to the British Economy. How the coastlines around the UK support both wildlife and humans.</p>	<p>Where does our food come from?</p> <p>Look at the distribution of the world's biomes and mapping food imports from around the world.</p> <p>Learn about trading fairly with a specific focus on Cote d'Ivoire and cocoa beans.</p> <p>Explore where the food for their school dinners comes from and the pros and cons of local verses global.</p> <p>Look at Longitude and latitude and how it relates to time zones around the world. Locate countries and cities using latitude and longitude.</p> <p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and</p>	<p>Are all settlements the same?</p> <p>Explore different types of settlement, land use and the difference between urban and rural.</p> <p>Describe the different human and physical features in their local area and how it has changed over time.</p> <p>Make land comparisons between their local area and New Delhi to find key similarities and differences between these two locations.</p> <p>Look at a map of the UK and it's features and describe,</p> <p>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</p>



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	<p>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 oceans and marine landmarks around the world.</p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom like Edinburgh and Belfast, geographical regions and their identifying human and physical characteristics(including, coasts, rivers and seas), land-use patterns; and understand how some of these aspects have changed over time (ports and harbours).</p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including: climatic zones, oceans and the water cycle.</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries oceans and marine landmarks.</p>	<p>human characteristics, countries, and major cities</p> <p>Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>understand how some of these aspects have changed over time</p> <p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
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COMPUTING	Autumn	Spring	Summer
Y3 Kapow	Kapow: 1. Computer systems and networks : Network Internet Kapow : 2. Programming : Emailing	Kapow: 1. Programming : Scratch Kapow : 2. Computer systems and networks : Journey inside a computer	Kapow: 1. Creating media: Video trailers Kapow : 2. Data Handling : Comparison cards database



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	<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>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</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>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 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>
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	<p>goals, including collecting, analysing, evaluating and presenting data and information. 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>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>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,</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>



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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>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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COMPUTING	Autumn	Spring	Summer
<p>Y5 Kapow</p>	<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 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>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 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. 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> <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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SCIENCE	Autumn	Spring	Summer
Plymouth Science	<p>What are the different states of matter? 5 core outcomes Autumn 1 (Materials Y4)</p> <ol style="list-style-type: none"> 1. Compare and group materials together, according to whether they are solids, liquids or gases. 2. Observe that some materials change state when they are heated or cooled, and measure or 	<p>What is happening to Earth in Space? 5 core outcomes Spring 1 (Earth and Space Y5)</p> <ol style="list-style-type: none"> 1. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. 	<p>How are sounds made? 5 core outcomes (Sound Y4)</p> <ol style="list-style-type: none"> 1. Identify how sounds are made, associating some of them with something vibrating. 2. Recognise that vibrations from sounds travel through a medium to the ear.



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	<p>research the temperature at which this happens in degrees Celsius (°C).</p> <ol style="list-style-type: none"> To understand the steps within the water cycle To understand the core concepts of evaporation and condensation Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Autumn 2 (Materials Y5)</p> <ol style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. 	<ol style="list-style-type: none"> Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. <p>Spring 2 (Electricity Y4)</p> <ol style="list-style-type: none"> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. 	<ol style="list-style-type: none"> Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. <p>Sc4/4.1a identify how sounds are made, associating some of them with something vibrating Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it. Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases</p>
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	<ol style="list-style-type: none">3. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.4. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.5. Demonstrate that dissolving, mixing and changes of state are reversible changes.6. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>Know the different states of matter and how they can change state using different processes.</p> <p><u>States of Matter</u></p>	<ol style="list-style-type: none">4. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.5. Recognise some common conductors and insulators, and associate metals with being good conductors. <p>Know how the Earth behaves in space and how our solar system works.</p> <p>Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Sc5/4.1b describe the movement of the Moon relative to the Earth</p> <p>Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Sc5/4.1d use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p>	<p><u>Working Scientifically</u></p> <p>Need to add this as not sure which experiments we are doing yet</p>
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Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases

Sc4/3.1b observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Working Scientifically

Sc4/1.1 asking relevant questions about solids, liquids and gases using different types of scientific enquiries to answer them

Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Sc4/1.2 setting up simple practical enquiries, comparative and fair tests about evaporation of liquids.

Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units of time and length

Working Scientifically

Sc4/1.1 asking relevant questions about the solar system and using different types of scientific enquiries to answer them

Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units of minutes and hours.

Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables.

Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

Sc4/1.7 using results to draw simple conclusions and raise further questions



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	<p>Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Sc4/1.5 recording findings using simple scientific language, bar charts, and tables</p> <p>Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, tables, and bar and line graphs.</p> <p>Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Sc5/1.5 reporting and presenting findings from enquiries, including conclusions and causal relationships.</p> <p>Sc4/1.7 using results to draw simple conclusions and raise further questions about processes involved in changing states.</p> <p>Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes related to changing states including the water cycle</p> <p>Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, tables, and bar and line graphs.</p> <p>Sc5/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments including the geocentric and heliocentric models of the solar system.</p> <p>What is Electricity and which materials conduct it?</p> <p><u>Electricity</u></p> <p>Sc4/4.2a identify common appliances that run on electricity</p> <p>Sc4/4.2b construct a simple series electrical circuit, identifying and</p>	
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How can properties of materials change?
Look at how and why materials dissolve in certain solutions and others don't.
Investigate filtration methods and sieving and how changes can be reversible and irreversible.

Sc5/3.1a compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes

naming its basic parts, including cells, wires, bulbs, switches and buzzers

Sc4/4.2c identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

Sc4/4.2d recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.

Working Scientifically

Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Sc5/1.2 taking measurements, using a range of scientific electrical equipment, with increasing accuracy and precision

Sc5/1.3 recording data and results of increasing complexity using



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Sc5/3.1f explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Working Scientifically

Sc4/1.1 asking relevant questions about dissolving and filtration and sieving using different types of scientific enquiries to answer them

Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Sc4/1.2 setting up simple practical enquiries, comparative and fair tests about soluble and insoluble materials.

Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units of time and length

Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Sc4/1.5 recording findings using simple scientific language, bar charts, and tables

scientific diagrams and labels and tables.

Sc5/1.4 using test results to make predictions to set up further comparative and fair tests do with electricity.

Sc5/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations to fellow class members.

Sc5/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments.

Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them

Sc4/1.2 setting up simple practical enquiries, comparative and fair tests

Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including stopwatches and ammeters.



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	<p>Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, tables, and bar and line graphs.</p> <p>Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Sc5/1.5 reporting and presenting findings from enquiries, including conclusions and causal relationships.</p> <p>Sc4/1.7 using results to draw simple conclusions and raise further questions about processes involved in changing states.</p> <p>Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes related to reversible and irreversible changes using observations and tasting of lemonade to compare solutions.</p> <p>Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams and tables</p> <p>Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.</p>	
ART	Autumn	Spring	Summer



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<p>Kapow</p>	<p>Craft and Design : Y3 Ancient Egyptian Scrolls 5 core learning outcomes</p> <ol style="list-style-type: none"> 1. Recognise and discuss the importance of Ancient Egyptian art. 2. Record colours, patterns and shapes through observational drawing. 3. Create a selection of sketches that show idea exploration. 4. Produce a final design with a clear purpose. 5. Discuss and evaluate the process and outcome of their work. 	<p>Drawing : Y5 I need space</p> <ol style="list-style-type: none"> 1. Understand and explain what retrofuturism is and know Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. 2. Evaluate images using simple responses, sometimes using formal elements to extend ideas. 3. Use past knowledge and experience to explore a range of drawing processes. 4. Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. 5. Apply confident skills to make an effective collagraph print. 	<p>Drawing : Y3 Growing Artists</p> <ol style="list-style-type: none"> 1. Know the difference between organic and geometric shapes. 2. Use simple shapes to form the basis of a detailed drawing. 3. Use shading to demonstrate a sense of light and dark in their work. 4. Blend tones smoothly and follow the four shading rules. 5. Collect a varied range of textures using frottage and make decisions to compose an interesting frottage image.
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DT	Autumn	Spring	Summer
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Kapow	<p>Kapow Cooking and nutrition: Eating seasonally (Y3)</p> <p>5 Core outcomes</p> <ol style="list-style-type: none">1. Explain that fruits and vegetables grow in different countries based on their climates.2. Understand that seasonal fruits and vegetables grow in a given season.3. Understand that eating seasonal fruit and vegetables positively affects the environment.4. Design a tart recipe using seasonal ingredients. <p>Discovering when and where fruits and vegetables are grown. Learning about seasonality in the UK and the relationship between the colour of fruits and vegetables and their health benefits by making three dishes.</p>	<p>Kapow Electrical systems: Torches (Y4)</p> <p>5 Core outcomes</p> <ol style="list-style-type: none">1. Identify electrical products and explain why they are useful.2. Help to make a working switch.3. Identify the features of a torch and how it works.4. Create suitable designs that fit the success criteria and their own design criteria.5. Create a functioning torch with a switch according to their design criteria. <p>Applying their scientific understanding of electrical circuits, children create a torch, designing and evaluating their product against set design criteria.</p>	<p>Kapow Electrical systems: Doodlers (Y5)</p> <p>5 Core outcomes</p> <ol style="list-style-type: none">1. Provide examples of motorised products that use movement to rotate or spin different parts.2. Develop design criteria with consideration for the target user, the purpose of their Doodler, a key function and the Doodler's form and final appearance (e.g. fun, bright, soft).3. Design and Create a functional Doodler that creates scribbles on paper with or without a switch.4. Identify and list each of the required materials, tools and circuit components required to build a Doodler.5. Provide suggestions to improve a peer's set of instructions after testing how effective they are at guiding someone. <p>Explore series circuits further and introduce motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the</p>
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			<p>product has been constructed, ready to develop their own.</p> <p>Stand alone lesson Kapow: Textiles: Cross-stitch and applique</p>
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MUSIC	Autumn	Spring	Summer
Kapow	<p>Kapow: Composing composition notation – Ancient Egypt (Y5)</p> <p>Pupils who are secure will be able to:</p> <ol style="list-style-type: none"> 1. Sing in time and in tune with other people and the backing track. 2. Identify the structure of a piece of music and match this to non-standard notation. 3. Improvise their own piece of music. 4. Play a melody with reasonable accuracy and perform with confidence and in time with others. 5. Compose and play a melody using stave notation and use 	<p>Kapow: Performing HaiKu music and performance (Y4)</p> <p>Pupils who are secure will be able to:</p> <ol style="list-style-type: none"> 1. Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. 2. Recognise, name and describe the effect of the interrelated dimensions of music. 3. Select instruments and sounds which match their vocabulary including understanding the term 'glissando'. 4. Work as a group to create a piece of music. 5. Perform a piece of music as part of a group. 	<p>Kapow: Inter related dimensions of music - Changes in pitch, tempo and dynamics (Y4)</p> <p>Pupils who are secure will be able to:</p> <ol style="list-style-type: none"> 1. Sing in tune and in harmony with others, with developing breath control. 2. Explain how a piece of music makes them feel with some use of musical terminology. 3. Perform a vocal ostinato in time. 4. Create an ostinato and represent it on paper so that they can remember it. 5. Create and perform a piece with a variety of ostinatos and listen to



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	<p>hieroglyphic notation to show the structure of their piece.</p> <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>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>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>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>other members of their group as they perform.</p> <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>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>
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MFL	Autumn	Spring	Summer
Kapow	<p>Themes: Year 3/4 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>Themes: Year 3/4 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>Themes: Year 3/4 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>



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	<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. • 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. <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write phrases form memory and adapt these to create new sentences, to express ideas clearly.</p>	<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. • 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. <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write phrases form memory and adapt these to create new sentences, to express ideas clearly.</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. • 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. <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write phrases form memory and adapt these to create new sentences, to express ideas clearly.</p> <ul style="list-style-type: none"> • Grammar
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	<ul style="list-style-type: none"> • 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. <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. 	<ul style="list-style-type: none"> • 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. <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>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> <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.
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RE	Autumn	Spring	Summer
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5.1 How and why do Christians read the Bible?

Explore the importance and impact of the contents of the Bible. See and handle a wide variety of Bibles and about how and why they use/read the Bible. Compare the teaching of the Bible and Christian behaviour. Make connections between Bible passages and Christian values, attitudes, or beliefs. Find out about holy books in other faiths.

5.2 Christmas: The Gospels of Matthew and Luke

Explore the nativity story from a Biblical perspective, challenge ideas, and deepen understanding of the true meaning of Christmas. Find out where in the Bible the Christmas story is? Compare the stories in Matthew and Luke and how they are similar and different. Think about how our celebrations reflect the true meaning of Christmas. Find out Where the ideas of including a donkey and a stable in the story come from. Identify the two nativity stories and consider the purpose of the Gospel writers.

5.3 Jesus the teacher

Explore and emphasise Jesus' skills as a great teacher including his content and method. Discuss and consider carefully the messages of the parables and how they impact on the lives of practising Christians. Read new parables and unpack the imagery that Jesus gives us of the Kingdom of God.

5.4 Why do Christians believe that Easter is a celebration of victory?

Explore the Easter story from the perspective of it being the story of Christ's triumph and victory over death. Looking at the imagery and words of Easter hymns and songs. Reading and discussing the story of *The Lion, the Witch and the Wardrobe* by CS Lewis. Discuss Christians beliefs that Easter is a celebration of victory and how Jesus saved human beings through his sacrifice and resurrection.

5.5 Exploring the lives of significant women in the Old Testament.

Widen the children's knowledge and understanding of the role and significance of women in the Bible and God's big story. Reflect upon the actions of these women and consider what we can learn from their stories.

5.6 Exploring loss, death and Christian hope.

Create opportunities to ask questions, and discuss feelings about loss, death and heaven. Open up ideas and perceptions of loss, death and Christian hope, thinking about and responding to the key questions in a safe loving environment. Develop understanding of Christian hope and the promise of eternal life with God.



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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 yo 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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	<p>What makes people inspirational?</p>	<p>Is science always a good thing?</p>	<p>Why do some people think differently to others?</p>
	<p>Spiritual: Exploring the values and beliefs of others: 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>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, civil rights and apartheid and discovering about diversity and what it means by a multicultural society. (democracy and individual liberty).</p> <p>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 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.</p>	<p>Spiritual: Exploring the values and beliefs of others: 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>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 sustainability, fairtrade and climate change and global warming and how our choice can affect future generations. (democracy and individual liberty).</p> <p>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 different people from around the world and the UK who have championed for scientific change despite prejudice and intolerance.</p>	<p>Spiritual: Exploring the values and beliefs of others: 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>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 people who have disabilities including artists and musicians and, the role of women and the effect of gender discrimination in politics (democracy and individual liberty).</p> <p>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 their multicultural neighbours and heritage and local people</p>



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			who have help shaped Britain's society today both presently and in the past.
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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.</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.</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>PE2/1.2b 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
<p>White Rose Maths Mastery used for daily discrete maths lessons</p> <p>Additional opportunities for contextual learning and using and applying mathematics linked to the themes.</p>			

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