

Key Stage 2 Cycle Map D (2021-22)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	The Victorians		Extreme Earth		Anglo Saxons and Vikings	
Science Y3	Scientific Enquiry / Forces and magnets / Light / Rocks / Plants / Animals including humans					
Science Y4	Scientific Enquiry / Sound Good Vibrations / Electricity / States of Matter / Animals including humans / Living things					
Science Y5	Scientific Enquiry / Properties and changes of materials / Forces / Earth and space / Living things and their habitats / Animals including humans					
Science Y6	Scientific Enquiry / Electricity / Evolution and inheritance / Light / Animals including humans / Living things and their habitats					
History Geography *	Victorians (PB) A local history study – Braintree (Victorians) Investigating our local area (PB) Investigating coasts (PB) Geog concepts: place, space, interdependence, physical & human processes, environmental interaction and sustainable development		Extreme Earth (PB) Volcanoes (PB) Geog concepts: place, space, scale, interdependence, physical & human processes, environmental interaction and sustainable development, cultural understanding and diversity		Anglo-Saxons and Scots Anglo-Saxons and Vikings Village Settlers (PB) Vikings (PB) Geog concepts: place, space, interdependence, physical & human processes, environmental interaction and sustainable development	
	<p><i>The concepts identified in the 2008 Geography National Curriculum were: Place; Space; Scale; Interdependence; Physical and human processes; Environmental interaction and sustainable development; Cultural understanding and diversity. Identifying 'big concepts' such as these for the geography curriculum helps to shape geographical content, focus geographical learning and plan teaching.</i></p> <ul style="list-style-type: none"> • <i>Place (what makes up a place?)</i> • <i>Space (the impact of humans on space and why things are in a certain area)</i> • <i>Scale (the comparison of local, regional, national, international, global)</i> • <i>Interdependence (the interconnection/relationships between places and people)</i> • <i>Physical and human processes (how physical geography impacts the area)</i> • <i>Environmental interaction and sustainable development (the capacity of the environment to support our lives and the lives of other living creatures in the future)</i> • <i>Cultural understanding and diversity (Geography offers an amazing combination of being able to study your local area, relate it to your local experience and life knowledge and compare it with other areas and experiences, ideal for schools linking up and sharing experiences". Dr Rita Gardiner, Royal Geographical Society) Connecting classrooms</i> 					
Art / DT	Art 1 Explore the artwork of the Pre-Raphaelites and create work inspired by them. 2 Investigate the Arts and Crafts movement and find out who William Morris was. 3 Create artwork using the Victorian art of decoupage. • <i>KS2 - use sketchbooks to review and revisit ideas</i> • <i>KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials</i> • <i>KS2 - to improve their mastery of art and design techniques, including painting with a range of materials</i> • <i>KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials</i> • <i>KS2 - about great artists in history</i> • <i>KS2 - about great designers in history</i> D&T 1 Find out who Isambard Kingdom Brunel was and design and make a bridge inspired by him. 2 Design, make and evaluate a traditional Punch and Judy puppet. • <i>KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i>		Art 1 Explore Hokusai's artwork <i>The Great Wave</i> by investigating how woodblock prints are made. 2 Explore the movement of tornadoes and use line, shape and shading to create colourful tornado pictures. 3 Investigate the animals which live in extreme climates and create a clay sculpture of one of these animals. • <i>KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials</i> • <i>KS2 - to improve their mastery of art and design techniques, including painting with a range of materials</i> • <i>KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials</i> • <i>KS2 - about great artists in history</i> D&T 1 Design, make and evaluate a waterproof container which can be used to protect precious items during a natural disaster. 2 Design, make and evaluate an information box which provides interactive information on natural disasters. • <i>KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i>		Art 1 Study Viking artefacts and start to learn about different styles of Viking art. 2 Learn how to draw intricate Viking knots. 3 Build on prior learning about Viking art, drawing animal heads in the Viking style. 4 Draw Viking dragons and develop shading skills. 5 Draw Viking warrior portraits, using shading to add depth to drawings. 6 Weave or sculpt to make Viking jewellery decorated with runes. • <i>KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials</i> • <i>KS2 - to improve their mastery of art and design techniques, including painting with a range of materials</i> • <i>KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials</i>	

	<ul style="list-style-type: none"> • KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • KS2 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • KS2 - understand how key events and individuals in design and technology have helped shape the world • KS2 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures 		<ul style="list-style-type: none"> • KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • KS2 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • KS2 - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • KS2 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 						
Music	Charanga Scheme	Charanga Scheme	Charanga Recorder Scheme	Charanga Scheme	Charanga Ukelele Scheme	Charanga Scheme			
PE	Invasion Games Football – PS Hockey	Invasion Games/Circuits Rugby PS Circuits	Netwall / Dance Basketball/Netball PS Dance	Invasion Games / Gymnastics Gymnastics – PS Tennis/Badminton	Athletics / Striking and Fielding Games Athletics – PS Cricket	Athletics / Orienteering Striking and Fielding Games Rounders – PS Orienteering/ Sports day practice			
PSHE	Life-long values - Aspiration Living in the Wider World	Life-long values – Strength Living in the Wider World	Life-long values – Perseverance Relationships	Life-long values – Integrity Relationships	Life-long values – Responsibility Health and Wellbeing	Life-long values – Empathy Health and Wellbeing			
RE	exploRE Islam: The Qur’an	exploRE Christianity: Introducing Jesus	exploRE Hinduism: Brahman, the Trimurti and Creation Stories	exploRE Christianity: The Last Week of Jesus’ Life	exploRE 1. Judaism The Jewish Home 2. Judaism The Synagogue	exploRE Christianity: The Bible			
National Curriculum Computing objectives KS2	<p>Key stage 2 Pupils should be taught to:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 								
Computing	<p>To be taught as discreet lessons or cross curricular with other subjects using the ICT Inspires guidance and ideas to support full coverage – Communicating in a digital world, exploring the Digital World, Shaping the Digital World</p> <p>Time to be allocated for Keyboard skills using programs such as BBC Dance Mat and for core maths skills e.g.- Times Tables Rock Stars / Hit the button/ My Maths</p> <table border="1" data-bbox="268 1190 1337 1516"> <tr> <td> <p>Communicating in the Digital World</p> <p>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> </td> <td> <p>Exploring the Digital World</p> <p>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>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> </td> <td> <p>Shaping the Digital World</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>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>use logical reasoning to explain how some simple algorithms work and to</p> </td> </tr> </table>						<p>Communicating in the Digital World</p> <p>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>Exploring the Digital World</p> <p>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>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>Shaping the Digital World</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>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>use logical reasoning to explain how some simple algorithms work and to</p>
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			Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	detect and correct errors in algorithms and programs		
		Digital Communication and Sharing Information (Inc. Presentations) <ul style="list-style-type: none"> Text Processing and Multimedia Electronic Communication Producing and Editing Media <ul style="list-style-type: none"> Graphics Packages Digital photographs and video Animation Sound and Music 	Collecting, Analysing, Evaluating Real World <ul style="list-style-type: none"> Data/Problem Solving Research Data Handling Datalogging 	<ul style="list-style-type: none"> Modelling and Simulations Control and Programming 		
PPA cover Year 3/4	Core Skills	Scratch (Control and Programming)	Lego Wedo Control, Programming and data handling	Edison Robot Control and programming	J2E Database (Exploring the digital world – data handling)	Stop Frame Animation (Communicating in the digital world – producing and editing media)
PPA Cover Year 4/5	Core Skills	Scratch (Control and Programming)	Lego Wedo Control, Programming and data handling	Kodu	J2E Database (Exploring the digital world – data handling)	Stop Frame Animation (Communicating in the digital world – producing and editing media)
PPA Cover Year 5/6	Data handling/Spreadsheets	Sploder (Control, programming and data handling)	GP Lego	Kodu Game design and development	Python Coding language	Animation
Computing Online Safety (Education for a connected world) NOLS resources match with each unit (on server)	Self- Image and Identity This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behavior. Online Reputation This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.	Copyright and Ownership This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution. Managing online information This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.	Online Relationships This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.	Online Bullying This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.	Health Wellbeing and lifestyle This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.	Privacy and Security This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.
Extras	Autumn term – Opening Evening, Harvest, Performance management, Annual reviews, Parents' evenings, Subject leader monitoring, Elections for Forum, Maths assessments Spring term – Performance management observations, Easter celebration, Class assemblies, practice tests, Parent's evenings Summer term – SATs, Reports, Exhibition evening, Sports Day, Elections for House Captains					
Notes	English / Maths / Computing plans follow the new national curriculum and to link to each topic and to be included in weekly plans <i>*Discrete Geography lesson on the UK once every half term – skills or knowledge base.</i>					

