

Key Stage 2 Cycle Map B (2019-20)(2023-24)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title						
Science Y3	Scientific Enquiry / Rocks / Animals including humans / Forces and magnets / Plants / Light					
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	The Romans (PB)		World War 2 (PB)		Investigating India (PB)	
Geography	A Local history study (Colchester)		Our European Neighbours (PB)			
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Art	<p>Art</p> <p>1 Make a Roman mosaic inspired by examples the Romans left behind.</p> <p>2 Investigate the use of symbolism in art and create a piece of artwork to portray a Roman myth.</p> <p>3 Use clay to create a reproduction of an ancient Roman artefact.</p> <ul style="list-style-type: none"> • <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> 		<p>Art</p> <p>1 Look at a variety of wartime propaganda posters and the styles that were used.</p> <p>2 Generate and use adjectives based on images of WW2 before creating an emotive piece of artwork about WW2.</p> <p>3 Exploring the use of pencil and sketching skills to draw a WW2 aircraft.</p> <ul style="list-style-type: none"> • <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> 		<p>Art</p> <p>1 Exploring the colours, patterns, styles and themes of Indian paintings through the centuries.</p> <p>2 Finding out about the Hastimangala festival (part of the Holi festival of colours) and either creating decorated elephants or carving elephants from clay.</p> <p>3 Creating mehndi patterns focussing on symmetrical designs.</p> <p>4 Learning about block printing and how this is used in Indian art, before making their own block printing stamps.</p> <p>5 Discovering what rangoli patterns and are how they are used in Indian culture, then using coloured salt to create rangoli patterns.</p> <ul style="list-style-type: none"> • <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> 	
DT	<p>D&T</p> <p>1 Design and make a Roman drawstring purse.</p> <p>2 Design and make a Roman shield, looking at typical colours, patterns and design.</p> <ul style="list-style-type: none"> • <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> • <i>KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i> • <i>KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i> • <i>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</i> • <i>KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> 		<p>D&T</p> <p>1 Work within the limits of rationed ingredients to create a wartime dish.</p> <p>2 Create a Morse code key and using it to sound out Morse code.</p> <p>3 Create a replica gas mask and explore what they were for and when they were used.</p> <ul style="list-style-type: none"> • <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> • <i>KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i> • <i>KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i> • <i>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</i> • <i>KS2 - evaluate their ideas and products against their own design criteria</i> 			

		<p><i>and consider the views of others to improve their work</i></p> <ul style="list-style-type: none"> • <i>KS2 - understand how key events and individuals in design and technology have helped shape the world</i> • <i>KS2 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i> • <i>KS2 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i> 				
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. 					
10 weeks of computing teaching each term	Connecting systems & networks (Teach computing – National centre for teaching computing excellence)	Creating media	Programming A	Data and information	Creating media	Programming B
Europe	3.1 Connecting computers	3.2 Stop frame animation	3.3 Sequencing sounds	3.4 Branching databases	3.5 Desktop publishing	3.6 Events and actions in programs
Asia Cycle Year 1	4.1 The internet	4.2 Audio editing	4.3 Repetition in shapes	4.4 Data logging	4.5 Photo editing	4.6 Repetition in games
Asia Cycle Year 2 (tracking back to y4 skills)	5.1 Sharing information	5.2 Video editing	5.3 Selection in physical computing	5.4 Flat-file databases	5.5 Vector drawing	5.6 Selection quizzes
North America (tracking back to y5 skills)	6.1 Internet communication	6.2 Webpage creation	6.3 Variables in games	6. 4 Introduction to spreadsheets	6.5 3D modelling	6.6 Sensing.
Computing Online Safety (Education for a connected world) NOLS resources match with each unit (on server)	<p>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.</p> <p>Online Reputation This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop</p>	<p>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.</p> <p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

	strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.					
PSHE	SEAL – Going for Goals Life-long values - Aspiration	SEAL – Good to be me and say no to bullying Life-long values - Strength	SEAL – Getting on and falling out Life-long values - Perseverance	SEAL – Changes Life-long values - Integrity	SEAL – Relationships Life-long values - Responsibility	SEAL – New Beginnings Life-long values – Empathy
RE	exploRE Buddhism: Living as a Buddhist	exploRE Christianity: Introducing Jesus	exploRE Judaism: Moses	exploRE Christianity: The Last Week of Jesus' Life	exploRE Islam: Holy Places in Islam	exploRE Christianity: The Teaching of Jesus
Extras	Autumn term – Meet the teacher, 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 QCA tests, Parent's evenings, Elections for Forum Summer term – QCA tests, SATs, Reports, Open day, Exhibition evening, Sports Day, Elections for House Captains , Elections for Forum					
Notes	English / Maths / ICT 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>					