2017-18 KS2	Journeys	Flight	Beneath Our Feet
Literacy	ARE Reading ARE Writing		
Maths	Schools to follow own scheme		
Science Working Scientifically Types of enquiry	The national curriculum for science aims to ensure that all pupils: Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. Will learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: • Observing over time • Pattern seeking • Identifying, classifying and grouping • Comparative and fair testing • Research using secondary sources		
Science	**Electricity**	**Forces and Magnets**	**Rocks** **Evolution and Inheritance**
History	♣ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300		**Broader History Study** A local history study, e.g. ♣ a depth study linked to a studied period ♣a study over a period of time ♣a post- 1066 study of relevant local history
Geography	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 human characteristics, countries, and major cities Understand biomes, vegetation belts, land use, economic activity, distribution of resources etc. Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America	Locate the world's countries, using maps to focus on Europe (including the location of Russia) Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country Describe and understand climate, rivers, mountains, volcanos, earthquakes, water cycle, settlements, trade links etc. Geographical skills and fieldwork.
Geographical skills and fieldwork Skills to be taught over course of key stage	Use fieldwork to observe, measure and record Use fieldwork to record and explain areas Use 8 points of compass, symbols and keys Used 4 and 6 figure grid references on OS maps Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-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.		
Art Skills to be taught over course of key stage	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.		
Art	**Drawing**	**Painting**	**Sculpture**
DT Skills to be taught over course of key stage	Use research and criteria to develop products which are fit for purpose Use annotated sketches and prototypes to explain ideas Evaluate existing products and improve own work		
DT	Use mechanical and electrical systems in own products, including programming.	Understand where food comes from Cook savoury dishes, for a healthy and varied diet	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
Computing Skills to be taught over course of key stage	**LKS2** Design and write programs to achieve specific goals, including solving problems Use logical reasoning Understand computer networks Use internet safely and appropriately Collect and present data appropriately	**UKS2** Design and write programs to solve problems Use sequences, repetition, inputs, variables and output in programs Detect and correct errors in programs Understand uses of networks for collaboration and communication Be disconcerting in evaluating digital content	
MFL	Schools to follow own scheme		
Music Skills to be taught	Use voice and instruments with increasing accuracy, control and expression. Improvise and compose music. Improvise and compose using dimensions of music		

over course of key stage	Listen with attention and detail. Listen to detail and recall aurally. Appreciate a wide range of live and recorded music. Begin to develop an understanding of history. Develop an understanding of the history of music, including great musicians and composers. Perform with control and expression solo and in ensembles Use and understand basic staff notation.		
PE	Schools to follow own schemes		
PSE	Healthy Lifestyles Keeping Safe (physical, road, fire, risk taking)	Feelings and Emotions (special people) Healthy Relationships	Rights and Responsibilities Taking of the environment
RE	Schools to either follow the Diocese of York or the North Yorkshire syllabus		

Enterprise Ideas to develop enterprise throughout the year groups over the academic year	Positive can do attitude, resilience, risk-taking, creativity, innovation, self-belief Aim: To be ready to start a business. Links that could be made as appropriate: What are the local economies of the area studied? Why are they here? Why do economies differ by area? What impact will change have on the local economies? What new business enterprise would survive here? Career opportunities for the future. **Curriculum possibilities:** Rotary club Looking at economies through geography Environmental impact E.g. Potash mine (Sirius/Boulby) tourism, foot and mouth Raise funds for a school project or local charity.	
Outdoor Learning	Ongoing throughout the year.	
British Values Ongoing throughout the year for all year groups	**Spiritual Development** Reflect whenever possible. This may be about religious beliefs, personal beliefs, the beauty of art or natural things etc. This will need building into the curriculum at all opportunities. Develop a sense of enjoyment and fascination about themselves, others and the world about them. Being creative and imaginative in their work. **Curriculum opportunities:** Embed reflection in all aspects of the curriculum Give reflection time in assemblies Create opportunities for open discussion.	**Moral Development** Maintaining high profile school rules and behaviour policy. Discussing moral and ethical issues and understanding different viewpoints across the curriculum. Develop through use of relevant stories – discuss dilemmas and explore possibilities. Identifying opportunities when children could have a say. **Curriculum opportunities:** Identifying stories etc. with issues, dilemmas Make voting etc. a clear part of the curriculum The role of colonisation of other countries
	Social Development Develop links to other communities. Conflict resolution – use of school rules, exploring conflicts through literacy, geography, history. Rule of law **Curriculum opportunities:** Conflicts through choice of stories Literacy based on different cultures	**Cultural Development** Strengthen awareness of cultural influences. Cultures within the country. Democratic systems. Participation in artistic, musical, sporting and cultural opportunities. Respect Collective worship and a chance to reflect