

KEY STAGE 2 MAPS

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English Map

Non- fiction	Modern Narrative	Archaic Narrative	Poetry	Play script
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
RWInc →						
Y3	Recount	Modern Narrative	Invitation / informal letter	Group written non-Chronological Report.	Archaic Narrative	Poetry
	Link to topic or other curriculum area	<i>The Owl Who Was Afraid Of the Dark</i> by Jill Tomlinson	Link to topic or other curriculum area	Link to topic or other curriculum area	<i>How The Camel Got its Hump / Just So Stories</i> by Rudyard Kipling	<i>Book of Very Silly Poems</i> by Michael Rosen
Y4	Letters/cards (Simple)	Modern Narrative	Non-Chronological Report	Poetry	Archaic Narrative	Modern Narrative
	Link to topic or other curriculum area	<i>The Tunnel</i> by Anthony Brown	Link to topic or other curriculum area	<i>Silly Verse for Kids</i> by Spike Milligan <i>The Jabberwocky and other poems</i> by Lewis Carrol	<i>The Emperor's New Clothes</i> by Hans Christian Anderson	<i>George's Marvellous Medicine</i> by Roald Dahl
Y5	Non-Chronological Report (Topic report e.g an animal)	Archaic Narrative	Explanation	Poetry	Modern Narrative	Modern Narrative
	Link to topic or other curriculum area	<i>A Christmas Carol</i> by Charles Dickens (Marcia Willams version)	Link to topic or other curriculum area	<i>Haikus</i>	<i>Bill's New Frock</i> by Anne Fine	<i>Stories for Children</i> by Oscar Wilde
Y6	Explanation	Modern Narrative	Instructions (e.g. recipes)	Poetry	Archaic Narrative	Playscript
	Link to topic or other curriculum area	<i>Why the Whales Came</i> by Michael Morpurgo	Link to topic or other curriculum area	<i>Revolting Rhymes</i> by Roald Dahl	<i>The Highway Man</i> by Alfred Noyes	<i>A Midsummer Night's Dream</i> by William Shakespeare

Maths Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	Counting	Addition	Place Value	Length/height	Patterns/sorting	Place value
	Place Value	Subtraction (shape)	Addition/subtraction	Weight/volume	Multiplication/division (early sharing/grouping)	Money/ Time
Y4	Counting	Addition	Place Value	Length/height	Patterns/sorting	Place value
	Place Value	Subtraction (shape)	Addition/subtraction	Weight/volume	Multiplication/division (early sharing/grouping)	Money/ Time
Y5	Place Value	Money	Multiplication/division	Shape	Length/ height	Time
	Addition/subtraction	Multiplication/division	Statistics	Fractions (of shape)	Position/direction	Mass/capacity/temperature
Y6	Place Value	Money	Multiplication/division	Shape	Length/ height	Time
	Addition/subtraction	Multiplication/division	Statistics	Fractions (of shape)	Position/direction	Mass/capacity/temperature

Science Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3						
	Rocks & soils	Forces/magnets	Light	Plants	Animals food & bodies	Animals food & bodies
Y4						
	Living things & their habitats	Living things & their habitats	Animal & Human Digestion	Sound	Electricity	States of matter
Y5						
	Forces Understanding air/water Resistance/Gravity Non-contact & contact forces	Growing up & growing older humans	The Solar System	Materials & Changing State	Life cycles of plants & various animals	Sea creatures
Y6						
	Staying Alive-the Heart & Healthy Living	Let it shine-Light	Electrifying	Electrifying	We are dinosaur hunters (discrete)	We're evolving Classifying critters

Computing Map

Colour Key : 3 Strands with IT weighting as specified by the DfE Computing Curriculum document.

Computer Science	Digital Literacy	Information technology
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N.B: Digital Literacy/ Online Safety is also taught throughout our PSHCE curriculum.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Y3	Computer Science	Digital Literacy	Information technology	Information technology	Information technology	Information technology
	<u>Input simple instructions:</u> Simple maze games using arrow keys. Bee bot online-simple programming.	<u>Keeping safe online:</u> Do we 'know' people online? 'stranger danger' Understand and follow online rules in class.	<u>Individual logins for Purple mash/ Minimash:</u> Login independently/ supported to purple mash (using simple name 1234) Print work. Name work and save. Retrieve work.	<u>Typing:</u> 2Type: letters and numbers.	<u>Digital Photography:</u> <u>Using a camera:</u> Take selfie using a variety of appropriate technology (IPad, IPod, Laptop camera...) Purple mash: Mashcam.	<u>Story Book Making:</u> Mini-Mash
Y4	Computer Science	Digital Literacy	Information technology	Information technology	Information technology	Information technology
	<u>Input simple instructions:</u> Creative coding with Scratch Jr (twinkl doc)	<u>Keeping safe online:</u> Safe passwords. Keeping personal information private.	<u>Making games:</u> 2Do It Yourself	<u>Typing:</u> 2Type: cvc words Shift and spacebar Games	<u>Digital photography:</u> Photographing the world around us. Picking a subject.	

Y5	Computer Science	Digital Literacy	Information technology	Information technology	Information technology	Information technology
	<u>Unit 2.1 Coding Programs – 2Code</u>	<u>Unit 2.5 Effective Searching Programs – Browser</u>	<u>Unit 2.3 Spreadsheets</u>	<u>Unit 2.6 Creating Pictures Programs – 2PaintAPicture</u>	<u>Unit 2.7 Making Music Programs – 2Sequence</u>	<u>Unit 2.4 Questioning 2Question, 2Investigate</u>
Y6	Computer Science	Digital Literacy	Information technology	Information technology	Computer Science	Information technology
	<u>Unit 3.1 Coding Main Programs – 2Code</u>	<u>Unit 3.5 Email (including email safety) Programs – 2Email, 2Connect, 2DIY</u>	<u>Unit 3.3 Spreadsheets Programs – 2Calculate</u>	<u>Unit 3.6 Branching Databases Programs – 2Question</u>	<u>Unit 3.7 Simulations– 2Simulate, 2Publish</u> <u>Unit 3.8 Graphing Programs – 2Graph</u>	<u>Unit 3.9 Presenting (with Microsoft PowerPoint or Google Slides)</u> Main Program – MS PowerPoint or Google Slides

PSHCE Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Y3	<i>Self-Awareness</i>	<i>Self-Care, Support and Safety</i>	<i>The World I Live In</i>	<i>The World I Live In</i>	<i>Changing and Growing</i>	<i>Self-Care, Support and Safety</i>
	Things we are good at	Taking care of ourselves	Jobs people do	Rules and laws	Baby to adult	Keeping safe online
Y4	<i>Self-Awareness</i>	<i>Self-Awareness</i>	<i>Self-Care, Support and Safety</i>	<i>Managing Feelings</i>	<i>Healthy Lifestyles</i>	<i>The World I Live In</i>
	Things we are good at	Getting on with others	Public and private	Identifying and expressing feelings	Keeping well	Belonging to a community
Y5	<i>Self-Awareness</i>	<i>The World I Live In</i>	<i>Self-Care, Support and Safety</i>	<i>Healthy Lifestyles</i>	<i>The World I Live In</i>	<i>Healthy Lifestyles</i>
	Things we are good at	Respecting differences between people	Keeping safe online	Healthy Eating	Taking care of the environment	Taking care of physical health
Y6	<i>Self-Awareness</i>	<i>Changing and Growing</i>	<i>Changing and Growing</i>	<i>Changing and Growing</i>	<i>Self-Care, Support and Safety</i>	<i>Healthy Lifestyles</i>
	Things we are good at	Changes at puberty	Dealing with touch	Different types of relationships	Public and private	Keeping well

Art Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Y3	Digital Media	Textiles	Collage	Drawing	Painting	Printmaking
	Line, colour and pattern	Texture and pattern	Pattern, texture, form	Line, shape and tone	Colour, tone, pattern	Explorative mark making using pattern and texture
Y4	Sculpture	Digital Media	Textiles	Collage	Drawing	Painting
	Form, shape and pattern	Line, colour and pattern	Further texture and pattern	Faces and everyday objects using line and form	Line, tone and texture	Colour, tone, pattern
Y5	Printmaking	Sculpture	Digital Media	Textiles	Collage	Drawing
	Mono-printing using pattern and line	Form, shape and pattern	Photography, photomontage - Surrealism	Weaving	Texture	Line, tone and texture
Y6	Painting	Painting	Drawing	Sculpture	Textiles	Textiles
	Colour, pattern and space	Colour exploration + Colour, pattern, space	Line, shape and tone	Form, shape and space	Texture and pattern	Further texture and pattern

Careers Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Y3	<ul style="list-style-type: none"> • All about me. • Space. 	<ul style="list-style-type: none"> • Fairy-tales, myths and legends. • The sea. 	<ul style="list-style-type: none"> • Around the world. • People who help us. 	<ul style="list-style-type: none"> • All kinds of plants. • In the garden. 	<ul style="list-style-type: none"> • All sorts of shops. • Dinosaurs and fossils. 	<ul style="list-style-type: none"> • Healthy mind, healthy body. • Fruit and veg.
Y4	<ul style="list-style-type: none"> • All about me. • Space. 	<ul style="list-style-type: none"> • Fairy-tales, myths and legends. • The sea. 	<ul style="list-style-type: none"> • Around the world. • People who help us. 	<ul style="list-style-type: none"> • All kinds of plants. • In the garden. 	<ul style="list-style-type: none"> • All sorts of shops. • Dinosaurs and fossils. 	<ul style="list-style-type: none"> • Healthy mind, healthy body. • Fruit and veg.
Y5	<ul style="list-style-type: none"> • All about me. • Space. 	<ul style="list-style-type: none"> • Fairy-tales, myths and legends. • The sea. 	<ul style="list-style-type: none"> • Around the world. • People who help us. 	<ul style="list-style-type: none"> • All kinds of plants. • In the garden. 	<ul style="list-style-type: none"> • All sorts of shops. • Dinosaurs and fossils. 	<ul style="list-style-type: none"> • Healthy mind, healthy body. • Fruit and veg.
Y6	<ul style="list-style-type: none"> • All about me. • Space. 	<ul style="list-style-type: none"> • Fairy-tales, myths and legends. • The sea. 	<ul style="list-style-type: none"> • Around the world. • People who help us. 	<ul style="list-style-type: none"> • All kinds of plants. • In the garden. 	<ul style="list-style-type: none"> • All sorts of shops. • Dinosaurs and fossils. 	<ul style="list-style-type: none"> • Healthy mind, healthy body. • Fruit and veg.

Humanities Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Y3	Use pictures or symbols to show familiar places/things/people and what they are for Extend the skills to help them explore the world	Exploring through listening and signs, symbols or talk events from the recent past. Use single words, signs or symbols to confirm the function of everyday items from the past.	Simple sorting of objects from the physical and human world Extend the skills to help them explore the world Know that certain actions produce predictable results Know familiar places and people and what they are there for	Start to sort and classify (living) objects in terms of simple features or properties Know that certain actions produce predictable results	Start to sort and classify objects in terms of simple features or properties Use single words signs or symbols to confirm the function of everyday items in the past	Exploring the world we live in through our senses
	<ul style="list-style-type: none"> • All about me • Space 	<ul style="list-style-type: none"> • Fairy-tales, myths and legends • The sea 	<ul style="list-style-type: none"> • Around the world • People who help us 	<ul style="list-style-type: none"> • All kinds of plants • In the garden 	<ul style="list-style-type: none"> • All sorts of shops • Dinosaurs and fossils 	<ul style="list-style-type: none"> • Healthy mind, healthy body • Fruit and veg
Y4	Recognise themselves and others in pictures of the recent past	They listen to and follow stories about people (real or imagined) and events (real or imagined) in the past as well as	Exploring different buildings and their purpose. Answer simple questions about places and people	Pupils communicate their preferences about the physical/natural features of places and objects e.g. flowers	Indicate that objects belong in the past or the present Link the passage of time with a variety of indicators	Show what they think about different people and environments and answer simple questions about places and people.

	<p>Link the passage of time with a variety of indicators</p> <p>Pupils know that they took part in past events and respond to familiar stories about their own past</p> <ul style="list-style-type: none"> • All about me • Space 	<p>events in their own lives</p> <p>Handle artefacts and materials given to them</p> <ul style="list-style-type: none"> • Fairy-tales, myths and legends • The sea 	<ul style="list-style-type: none"> • Around the world • People who help us 	<ul style="list-style-type: none"> • All kinds of plants • In the garden 	<p>Handle artefacts and materials given to them</p> <ul style="list-style-type: none"> • All sorts of shops • Dinosaurs and fossils 	<p>Exploring the world we live in through our senses</p> <ul style="list-style-type: none"> • Healthy mind, healthy body • Fruit and veg
<p>Y5</p>	<p>Show their awareness of significant differences between specific physical/natural and human made features of places.</p> <p>Use pictures or symbols to show familiar places and what they are for, such as making simple plans and maps of familiar areas</p> <ul style="list-style-type: none"> • All about me • Space 	<p>They listen to and follow stories about people (real or imagined) and events (real or imagined) in the past as well as events in their own lives.</p> <p>Be aware of their role in caring for the environment.</p> <ul style="list-style-type: none"> • Fairy-tales, myths and legends • The sea 	<p>Show what they think about different people and environments and answer simple questions about places and people.</p> <p>Know places and people and what they are there for</p> <ul style="list-style-type: none"> • Around the world • People who help us 	<p>Start to sort and classify objects in terms of simple features or properties</p> <ul style="list-style-type: none"> • All kinds of plants • In the garden 	<p>With some prompting or support they answer simple questions about historical artefacts and buildings.</p> <p>Begin to recognise some distinctions between the past and present.</p> <ul style="list-style-type: none"> • All sorts of shops • Dinosaurs and fossils 	<p>Begin to communicate about activities in the past (especially those they have been involved in)</p> <p>Are aware and knowledgeable about the world around them</p> <ul style="list-style-type: none"> • Healthy mind, healthy body • Fruit and veg

KEYSTAGE2MAPS

Y6	Use pictures or symbols to show familiar places and what they are for, such as making simple plans and maps of familiar areas	Be aware of their role in caring for the environment.	Use resources given to them and their own observations to respond to simple questions about people and places	Exploring the world we live in through our senses	Use resources given to them and their own observations to respond to simple questions about people and places	Use resources given to them and their own observations to respond to simple questions about people and places Exploring the world we live in through our senses
	<ul style="list-style-type: none"> • All about me • Space 	<ul style="list-style-type: none"> • Fairy-tales, myths and legends • The sea 	<ul style="list-style-type: none"> • Around the world • People who help us 	<ul style="list-style-type: none"> • All kinds of plants • In the garden 	<ul style="list-style-type: none"> • All sorts of shops • Dinosaurs and fossils 	<ul style="list-style-type: none"> • Healthy mind, healthy body • Fruit and veg

Music Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Y3	Exploring Instruments	Loud and Quiet	Contrast	March	Hay you!	Sensory India
	How can we make friends when we sing together?	How does music teach us about the past?	How does singing help you to feel happy?	Why do we need to march and move?	What songs can we sing to help us through the day?	Teamwork and friendship
Y4	Instrumental skills	Loud and Quiet	Exploring flash cards	Pulse	Patterns	Boogie Train
	How can we make friends when we sing together?	How does music teach us about the past?	How does music make the world a better place?	How does music teach us about our neighbourhood?	What songs can we sing to help us through the day?	How does dance help us to feel happy?
Y5	Friendship song	Bring us together	Playing in a group	Using Flash cards	Shhh	Lean on me
	How can we make friends when we sing together?	How does music teach us about the past?	Friendship and kindness.	How does music teach us about our neighbourhood?	What songs can we sing to help us through the day?	How does dance help us to feel happy?
Y6	Happy	Mamma Mia	Patterns	Pitch	Exploring Feelings	Make a music video.
	How can we make friends when we sing together?	How does music teach us about the past?	How does music make the world a better place?	How does music teach us about our neighbourhood?	What songs can we sing to help us through the day?	How does dance help us to feel happy?

PE Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Y3	Hydro – Apparatus Climbing	Hydro/Gymnastics (longer sequencing, Dynamic movements and appreciation of performances)	Games – To me to you	Net and Wall games Table Tennis and Badminton	Striking and Fielding Games	
Y4	Swimming	Swimming	Games – Ball Games	Net and Wall games Netball		
Y5	Swimming	Swimming	Games – Dodgeball	Net and Wall games Volleyball		
Y6	Swimming	Swimming		Net and Wall games Basketball		

Religious Education Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Y3	Theme	Kindness	Christmas – Jesus as a gift from God	Passover	Prayer	Community and Belonging	Pilgrimage
	Big Questions	Is it possible to be kind to everyone all of the time?	Why do Christians believe God gave Jesus to the world?	How important is it to Jewish people to do what G_d asks them to do?	Does praying help Muslims in their everyday life?	Does going to a Mosque give Muslims a sense of belonging?	Does completing Hajj make someone a better Muslim?
	Key Content	Good Samaritan, Golden Rule, Parables	Saviour, Right and Wrong, Advent	10 ommandments, Covenant, Abraham, Moses, Passover, Exodus, Seder Meal symbolisim.	Prayer, Rituals and Routines, Commitment	Belonging, Washing, Prayer in a Mosque	5 Pillars, Hajj, Makkah, Pilgrimage
	Religion focus	Christianity	Christianity	Judaism	Islam	Islam	Islam
Y4	Theme	Divali	Christmas – The meaning of	Miracles of Jesus	Easter (forgiveness)	Rites of Passage	Sharing and Community
	Big Questions	Does celebrating Divali give people a sense of belonging?	Has Christmas lost its true meaning?	Could Jesus heal people? How can we explain miracles?	Is forgiveness always possible?	What is the best way for a Jewish person to show commitment to G_d?	Do Sikh's think it is important to share?
	Key Content	Story of Rama and Sita, Diva lamps, Goddess Lakshmi	Symbolism Meaning of Christmas	Jesus' miracles e.g. blind man, paralysed man	The Last Supper, Jesus teachings on forgiveness, anger, revenge, enemies	Shabbat, Bar/Bat Mitzvah, Mitzvoth, Tu B'Shevat(tree)	Vaisakhi, Guru Hargobind, Gurwara, Guru Granth Sahib, Langar, Sewa
	Religion focus	Hinduism	Christianity	Christianity	Christianity	Judaism	Sikhism

Y5	Theme	Beliefs and Practices	Christmas -Today	Beliefs and values	Easter	Buddhism	The 8 Fold path
	Big Questions	Is it possible for everyone to be happy?	Is the Nativity story still significant today?	Do beliefs in Karma, Samsara and Moksha help Hindu's to live good lives?	Did God intend Jesus to die? Is it possible for Jesus to come back to life?	Can the Buddha's teachings make the world a better place?	What is the best way for a Buddhist to live a good life?
	Key Content	Happiness Life of Buddha Key to Enlightenment	The Nativity story Truth and meaning Celebration	Own beliefs and values. Good deeds, Rama, re-incarnation, Sadhu	Holy Week The Crucifixion Belief	Story of the Buddha. Buddha's teachings.	The 8 'Rights' Speech, viewpoint, awareness, concentration, actions, thoughts, effort, living.
	Religious focus	Buddhism	Christianity	Hinduism	Christianity	Buddhism	Buddhism
Y6	Theme	Beliefs and Practices	Christmas around the world	Beliefs and Moral values	Easter – Gospels	Special People	Beliefs and Meaning
	Big Questions	What is the best way for a Muslim to show commitment to God?	Does Christmas help Christians understand who Jesus was and why they are Christians?	How far would Sikh's go for their religion?	How are stories passed on through history?	How significant are Jesus and Mary in Christian beliefs?	Is anything ever eternal?
	Key content	5 pillars of Islam: Belief, Prayer, Charity, Fasting, Pilgrimage	Celebrations, traditions and symbols – unity	Guru Nanak, worship, Langar, Golden Temple of Amritsar, Marriage	Gospels, comparison, Mathew, Mark, Luke and John.	Jesus in Art, Mary in Art, Religious Art comparison	Agape, Heaven, Love, Life and Death
	Religion focus	Islam	Christianity	Sikhism	Christianity	Christianity	Christianity and beliefs across world faiths