



# SJFCURRICULUM

KS2 KEY SKILLS OVERVIEW

2018-2019



# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y3 Computing</b>	We are Programmers	We are Bug Fixers	I Movie- Movie makers	We are network engineers	We are communicators	We are opinion posters
	<p>Pupils should be taught to understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions:</p> <p>The children will:</p> <ul style="list-style-type: none"> <li>✓ create and debug simple programs</li> <li>✓ use logical reasoning to predict the behaviour of simple programs</li> <li>✓ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>✓ recognise common uses of information technology beyond school</li> <li>✓ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>					

## KS2 KEY SKILLS OVERVIEW





# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3 History	<p><b>Stone Age</b> The children will</p> <ul style="list-style-type: none"> <li>• The children will:</li> <li>• place changes of a period in history within a chronological framework</li> <li>• summarise the main events from a period of time in history</li> <li>• use key words or phrases from the time period I am talking about</li> <li>•</li> <li>•</li> </ul>	<p><b>Romans</b> The children will:</p> <ul style="list-style-type: none"> <li>• use graphs, tables and charts to record and interpret data about the past</li> <li>• give reason for some of the actions for a famous person</li> <li>• look at different points of view to find out about different versions of historical events</li> <li>•</li> </ul>				

## KS2 KEY SKILLS OVERVIEW





# SJF CURRICULUM 18-19

	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<b>Y3 Geography</b>	<p><b>Locating world Countries</b> The children will:</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>• use the right geographical words to describe features (e.g. Temperature, transport, industry)</li> <li>• use atlases to locate page numbers for information</li> <li>• locate the countries of Europe, including Russia</li> <li>• look at their environmental regions and major cities</li> <li>• locate the world's countries. Look at their environment regions, key physical and human characteristics and major cities.</li> <li>• use maps, atlases, globes and digital mapping to locate countries and describe features.</li> <li>• locate the countries of Europe, including Russia</li> <li>• look at their environmental regions and major cities</li> <li>• use the right geographical words to describe features-(eg. Temperature, transport, industry)</li> <li>•</li> </ul>	<p><b>Settlement and Land Use</b> The children will:</p> <ul style="list-style-type: none"> <li>• draw maps and plans of local places.</li> <li>• Understand how people improve their environment.</li> <li>• draw maps and plans of local places</li> <li>• use atlases to locate page numbers for information</li> <li>• locate the world's countries. Look at their environment regions, key physical and human characteristics and major cities</li> </ul>	<p><b>Mountains and Trade Links</b> The children will:</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>• use maps, atlases, globes and digital mapping to locate countries and describe features</li> <li>• use the 8 points of the compass, 4 figure grid references, symbols and keys to build knowledge of the United Kingdom and the wider world</li> <li>• identify the position and significance of-latitude and longitude, the Equator, Northern and southern hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/ Greenwich Meridian and time zones</li> </ul>

## KS2 KEY SKILLS OVERVIEW





# SJF CURRICULUM 18-19

	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Y3 Geography (continued)	<p><b>Locating world Countries</b> The children will:</p> <ul style="list-style-type: none"><li>• use atlases to locate page numbers for information</li><li>• draw maps and plans of local places.</li><li>• understand how people improve their environments</li></ul>		

## KS2 KEY SKILLS OVERVIEW





# SJF CURRICULUM 18-19

	Term 1 and Term 2	Term 3 and Term 4	Term 5 and Term 6
Y3 Art	<ul style="list-style-type: none"> <li>Stone Age painting and jewellery</li> <li>Weaving landscape scenes</li> </ul>	<ul style="list-style-type: none"> <li>Mosaics</li> </ul>	<ul style="list-style-type: none"> <li>Sculpture- Barbara Hepworth</li> </ul>
Y3 DT	<ul style="list-style-type: none"> <li>Food- Hunter Gatherers</li> </ul>	<ul style="list-style-type: none"> <li>Bridge Building</li> </ul>	<ul style="list-style-type: none"> <li>Textiles- Greek puppets/ Costumes</li> </ul>

Art & DT Skills & Cross Curricular

**COMMUNICATION SKILLS**

- ✓ my ideas are shown in my: Drawings, Paintings, Collage work, Sculpture, Photographs
- ✓ I write about my ideas, using 'annotation' in my Art Sketch Book
- ✓ I can say what I think and feel about the work of others and my own
- ✓ my skills in: drawing, painting, collage, sculpture and photography help me to communicate my ideas, using: colour, pattern, texture, line and tone, shape and form

**APPLICATION OF MATHEMATICS**

- ✓ I recognise and use reflective symmetry in shapes and patterns that I create
- ✓ I recognise right angles in shapes or objects
- ✓ I can use the properties of shapes to explore patterns (e.g. tessellation, Islamic Art etc.)

**COMPUTING**

- ✓ I change my digital images using the computer
- ✓ I use the computer to alter images and to combine with other images
- ✓ I use a paint package to alter scanned images

**WORKING WITH OTHERS**

- ✓ I work as part of a group when I am observing, investigating or making
- ✓ I know about artists, designers and architects from history
- ✓ I am beginning to understand the viewpoints of others by looking at images, people, and places and so on, from a different angle

**IMPROVING OWN LEARNING & PERFORMANCE**

- ✓ I keep notes of how I would change my work in my Art Sketch Book
- ✓ I compare my work to that of famous artists or designers in history
- ✓ I suggest improvements to my work and keep notes in my Art Sketch Book

**PROBLEM SOLVING**

- ✓ I can select visual information about people to show in my portraits
- ✓ I experiment with ways of framing images
- ✓ I experiment with different materials and techniques to find the best one for the purpose of my work

## KS2 KEY SKILLS OVERVIEW





# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y4 Science</b>	<p><b>Living things and their habitats</b> The children will:</p> <ul style="list-style-type: none"> <li>ask relevant questions and using different types of scientific enquiries to answer them</li> <li>set up simple practical enquiries, comparative and fair tests</li> <li>make systematic and careful observations and, where appropriate, taking accurate measurements</li> <li>gather, record, classify and present data</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys</li> </ul>	<p><b>Sound</b> The children will:</p> <ul style="list-style-type: none"> <li>ask relevant questions and using different types of scientific enquiries to answer them</li> <li>set up simple practical enquiries, comparative and fair tests</li> <li>make systematic and careful observations</li> <li>record findings using simple scientific language, drawings, labelled diagrams, keys</li> <li>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>	<p><b>Electricity</b> The children will:</p> <ul style="list-style-type: none"> <li>ask relevant questions and using different types of scientific enquiries to answer them</li> <li>set up simple practical enquiries, comparative and fair tests</li> <li>make systematic and careful observations and, where appropriate.</li> <li>gather, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>record findings using simple scientific language, drawings, labelled diagrams, keys.</li> <li>report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identify differences, similarities or changes related to simple scientific ideas and processes</li> </ul>		<p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>ask relevant questions</li> <li>set up simple practical enquiries, comparative and fair tests.</li> <li>make systematic and careful observations and where appropriate taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> </ul>	<p><b>All Living Things</b></p> <ul style="list-style-type: none"> <li>gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>use Carroll and Venn diagrams to help sort things and record groupings, sometimes resorting using different criteria</li> <li>make simple branching databases and classification keys for things with easily observable differences that I can name</li> </ul>

## KS2 KEY SKILLS OVERVIEW





# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y4 Science</b> (continued)	<p><b>Living things and their habitats</b> The children will:</p> <ul style="list-style-type: none"> <li>report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<p><b>Sound</b> The children will:</p> <ul style="list-style-type: none"> <li>identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>			<p><b>States of Matter</b> The children will:</p> <ul style="list-style-type: none"> <li>record data and results of increasing complexity using scientific diagrams, labels, classification key tables, scatter diagrams, bar and line graphs and models.</li> <li>gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>record findings using simple scientific language, drawings labelled diagrams, bar charts and tables.</li> </ul>	<p><b>States of Matter</b> The children will:</p> <ul style="list-style-type: none"> <li>use simple classification keys or branching databases to identify unknown items that that have easily observable differences in their features</li> </ul>

## KS2 KEY SKILLS OVERVIEW



# SJF CURRICULUM 18-19



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y4 Science (continued)					<p><b>States of Matter</b> The children will:</p> <ul style="list-style-type: none"> <li>report on findings from enquiries including oral and written explanations, displays or presentations of results and conclusions, making predictions for new values</li> <li>use results to draw simple conclusions and suggest improvements, and raise further questions</li> <li>identify differences, similarities or changes related to simple scientific ideas and processes</li> </ul>	<p><b>All Living Things</b> The children will:</p> <ul style="list-style-type: none"> <li>carry out simple tests and sort and group based on the evidence of the results found</li> <li>ask relevant questions</li> <li>begin to choose ways to try and answer a question</li> <li>use Carroll and Venn diagrams to help sort things and record the groupings, sometimes resorting using different criteria</li> </ul>

## KS2 KEY SKILLS OVERVIEW



## Y4 Pupils should be taught to:

### Living things and their habitats

- describe the simple function of the basic parts of the digestive system
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

### All Living Things

- recognise that environments are constantly changing and this can sometimes pose dangers to specific habitats
- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

### States of Matter

- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
- compare and group materials together, according to whether they are solids, liquids or gases
- 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)

### Electricity

- 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
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors

### Sound

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- 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





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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y4 Computing</b>	<p><b>We are Co-Authors!</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> </ul>	<p><b>We are Musicians!</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> </ul>	<p><b>We are Software Developers!</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> </ul>	<p><b>We are Toy Designers!</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> </ul>	<p><b>We are HTML Editors!</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• recognise common uses of information technology beyond school</li> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>	<p><b>We are Meteorologists!</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> </ul>
	<p>Pupils should be taught to understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <ul style="list-style-type: none"> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>					

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y4 History	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>Anglo-Saxon art and culture</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>		<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>Viking raids and invasion</li> <li>resistance by Alfred the Great and Athelstan, first king of England</li> <li>further Viking invasions and Danegeld</li> <li>Anglo-Saxon laws and justice</li> <li>Edward the Confessor and his death in 1066</li> </ul>		<p><b>Ancient Greece</b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>a study of Greek life and achievements and their influence on the western world.</li> <li>Greek Myths and legends.</li> </ul>	

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# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y4 Geography</b>	<p><b>Locational Knowledge</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>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 understand</li> <li>how some of these aspects have changed over time</li> </ul>	<p><b>Geographical Skills and Fieldwork</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>use fieldwork to observe, measure, record and present the human and physical</li> <li>features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p><b>Locational Knowledge</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>	<p><b>Place Knowledge</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</li> <li>human and physical geography</li> <li>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.</li> </ul>	<p><b>Geographical Skills and Fieldwork</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p><b>Human and Physical Geography</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and the water cycle.</li> </ul>





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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	The children will: Investigate the Book of Kells	The children will: create an Anglo-Saxon House	The children will: Recreate Jelling & Borre-style Art	The children will: Creating a Viking Boat	The children will: Greek Sculpture	The children will: Greek Architecture
<b>Y4 Art &amp; Design</b>	<p><b>COMMUNICATION SKILLS</b></p> <ul style="list-style-type: none"> <li>I can show relationships between people in my drawings.</li> <li>My skills in: drawing, textiles, sculpture, and photography help me to communicate my ideas, using: colour, pattern, texture, line &amp; tone, and shape &amp; form.</li> <li>I look at familiar still life objects to paint and draw.</li> </ul> <p><b>APPLICATION OF MATHEMATICS</b></p> <ul style="list-style-type: none"> <li>I recognise and draw parallel and perpendicular lines.</li> <li>I can visualise and make 3d shapes from 2d drawings.</li> <li>I use the Internet to research artists, architects and designers.</li> </ul> <p><b>COMPUTING</b></p> <ul style="list-style-type: none"> <li>I use the printed images I take with a digital camera and combine them with other media.</li> <li>I present a collection of my ICT work on a slide show presentation.</li> <li>I scan images and take digital photos and use software to alter them, adapt them and create work with meaning.</li> </ul> <p><b>WORKING WITH OTHERS</b></p> <ul style="list-style-type: none"> <li>I can make useful comments on the ideas of others.</li> <li>I can describe and explain art from other cultures, and know how artefacts came to be in museums.</li> <li>I compare and discuss my ideas with others.</li> </ul> <p><b>IMPROVING OWN LEARNING &amp; PERFORMANCE</b></p> <ul style="list-style-type: none"> <li>I adapt and improve my work, thinking about the <i>purpose</i> of the work.</li> <li>I keep notes about the purpose of my work in my Art Sketch Book, using labels, captions and short paragraphs.</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>I know that art can be both visual and tactile. I choose the best combination for my work.</li> <li>I investigate shapes, patterns and textures.</li> <li>I take meaning from: images, stories, drama, music, natural world, and artefacts to generate ideas for my work.</li> </ul>					

## KS2 KEY SKILLS OVERVIEW





# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y5 Science</b>	<p>The children will:</p> <ul style="list-style-type: none"> <li>plan different types of scientific enquiries, including recognising and controlling variables where necessary to answer questions</li> <li>take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>plan different types of scientific enquiries, including recognising and controlling variables where necessary to answer questions.</li> <li>take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>plan different types of scientific enquiries, including recognising and controlling variables where necessary to answer questions.</li> <li>take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>plan different types of scientific enquiries, including recognising and controlling variables where necessary to answer questions.</li> <li>take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>plan different types of scientific enquiries, including recognising and controlling variables where necessary to answer questions.</li> <li>take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>plan different types of scientific enquiries, including recognising and controlling variables where necessary to answer questions.</li> <li>take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</li> </ul>

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# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y5 Science (Continued)</b>	<p><b>The children will:</b></p> <ul style="list-style-type: none"> <li>report and present findings from enquiries, including conclusions, causal relationships and explanations of results, explanations of the degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>use test results to make predictions to set up further comparative and fair tests</li> <li>identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	<p><b>The children will:</b></p> <ul style="list-style-type: none"> <li>report and present findings from enquiries, including conclusions, causal relationships and explanations of results, explanations of the degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>use test results to make predictions to set up further comparative and fair tests</li> <li>identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	<ul style="list-style-type: none"> <li>use test results to make predictions to set up further comparative and fair tests</li> <li>identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>explain why it is important to classify and why it is useful to scientists</li> <li>plan what to test, how to test and collect evidence in order to classify</li> </ul>	<ul style="list-style-type: none"> <li>report and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, explanations of the degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>use test results to make predictions to set up further comparative and fair tests</li> </ul>	<ul style="list-style-type: none"> <li>report and present findings from enquiries, including conclusions, causal relationships and explanations of results, explanations of the degree of trust in results, in oral and written forms such as displays and presentations</li> <li>use test results to make predictions to set up further comparative and fair tests</li> </ul>	<ul style="list-style-type: none"> <li>report and present findings from enquiries, including conclusions, causal relationships and explanations of results, explanations of the degree of trust in results, in oral and written forms such as displays</li> <li>use test results to make predictions to set up further comparative and fair tests</li> </ul>



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## Y5 Pupils should be taught to:

### All Living Things

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

### Properties of Everyday Materials

- 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
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- 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.

### Forces

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

### Earth and Space

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- 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.

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# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y5 History</b>	<p>The children will:</p> <ul style="list-style-type: none"> <li>find out information from a range of sources and reach own conclusions</li> <li>use graphs, tables and charts to record and interpret data about the past</li> <li>recreate the life of the past in my written work</li> <li>use what I know about history to identify changes that take place across a period of time</li> <li>use dates and terms accurately</li> <li>use historical vocabulary in internet search criteria</li> <li>use imaginative methods to produce written work</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>recreate the life of the past in my written work</li> <li>use what I know about history to identify changes that take place across a period of time</li> <li>use dates and terms accurately.</li> <li>find out information from a range of sources and reach own conclusions</li> <li>use what I know about history to identify changes that take place across a period of time</li> <li>describe the reasons for the outcomes of events in the past</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>find out information from a range of sources and reach own conclusions</li> <li>use graphs, tables and charts to record and interpret data about the past.</li> <li>'hot seat' historical characters to understand the things they did</li> <li>recreate the life of the past in my written work.</li> <li>use what I know about history to identify changes that take place across a period of time</li> <li>use dates and terms accurately.</li> <li>find out information from a range of sources and reach own conclusions</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>recreate the life of the past in my written work.</li> <li>use what I know about history to identify changes that take place across a period of time</li> <li>use dates and terms accurately.</li> <li>use historical vocabulary in internet search criteria.</li> <li>find out information from a range of sources and reach own conclusions.</li> <li>use what I know about history to identify changes that take place across a period of time</li> <li>describe the reasons for the outcomes of events in the past</li> </ul>	<ul style="list-style-type: none"> <li>Find out information from a range of sources and reach own conclusions.</li> <li>Use graphs, tables and charts to record and interpret data about the past.</li> <li>'Hot seat' historical characters to understand the things they did</li> <li>Recreate the life of the past in my written work.</li> <li>Use what I know about history to identify changes that take place across a period of time</li> <li>Use imaginative methods to produce written work</li> </ul>	<ul style="list-style-type: none"> <li>Recreate the life of the past in my written work.</li> <li>Use what I know about history to identify changes that take place across a period of time</li> <li>Use dates and terms accurately.</li> <li>Find out information from a range of sources and reach own conclusions.</li> <li>Place changes of a period of history within a chronological framework.</li> <li>Use what I know about history to identify changes that take place across a period of time</li> <li>Describe the reasons for the outcomes of events in the past</li> </ul>

## KS2 KEY SKILLS OVERVIEW



# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y5 History (Continued)</b>	<p>The children will:</p> <ul style="list-style-type: none"> <li>find out information from a range of sources and reach own conclusions</li> <li>place changes of a period of history within a chronological framework.</li> <li>use what I know about history to identify changes that take place across a period of time</li> <li>describe the reasons for the outcomes of events in the past</li> </ul>		<p>The children will:</p> <ul style="list-style-type: none"> <li>use what I know about history to identify changes that take place across a period of time</li> <li>describe the reasons for the outcomes of events in the past.</li> <li>Understand the beliefs of Ancient civilisations and link these to their actions</li> <li>know that aspects of Ancient civilisation influence life today.</li> <li>use expertise of professionals in finding out about the past</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>understand the beliefs of Ancient civilisations and link these to their actions</li> <li>know that aspects of Ancient civilisation influence life today.</li> <li>use expertise of professionals in finding out about the past</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>find out information from a range of sources and reach own conclusions</li> <li>place historical changes within a chronological framework</li> <li>use knowledge of history to identify changes taking place across a period of time</li> <li>describe reasons for the outcomes of events in the past</li> <li>understand the beliefs of Ancient civilisations and link to their actions</li> <li>Know aspects of Ancient civilisations influence life today</li> <li>use expertise of professionals to find out about the past</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>understand the beliefs of Ancient civilisations and link these to their actions</li> <li>know that aspects of Ancient civilisation influence life today</li> <li>use expertise of professionals in finding out about the past</li> <li>construct line graphs to demonstrate changes over time</li> </ul>





# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y5 Geography	<p>The children will:</p> <ul style="list-style-type: none"> <li>• use a compass</li> <li>• read symbols on an ordinance survey map</li> <li>• use six figure grid references</li> <li>• record information on graphs, tables and charts</li> <li>• plan a route and work out the distance using a map scale</li> <li>• plan a journey on public transport from timetables</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>• use a compass</li> <li>• read symbols on an ordinance survey map</li> <li>• use six figure grid references</li> <li>• record information on graphs, tables and charts</li> <li>• plan a route and work out the distance using a map scale</li> <li>• plan a journey on public transport from timetables</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>• record information on graphs, tables and charts</li> <li>• plan a route and work out the distance using a map scale</li> <li>• plan a journey on public transport from timetables</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>• record information on graphs, tables and charts</li> <li>• plan a route and work out the distance using a map scale</li> <li>• plan a journey on public transport from timetables</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>• use a database to record information</li> <li>• identify how changes to a place will affect people living there</li> <li>• understand how people improve their environments</li> <li>• measure wind speed, rainfall and noise levels around school</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>• use a database to record information</li> <li>• identify how changes to a place will affect people living there</li> <li>• understand how people improve their environments</li> <li>• measure wind speed, rainfall and noise levels around school</li> </ul>

## KS2 KEY SKILLS OVERVIEW



# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Paining (Local Artist) – Scarborough/Lowry	Textiles (Christmas) - tree decorations	Sculpture (Clay)– Egyptians	Sculpture (Clay)– Egyptians	Observational Drawing (Human Form)	Observational Drawing (Human Form)

## Y5 Art & Design

**COMMUNICATION SKILLS** developed will mean that:

- my work uses both visual and tactile qualities – sometimes they are combined in one piece of work
- my work communicates movement as well as still life
- my work has a purpose and a meaning. I use: drawing, painting, collage, print, digital media, textiles, and sculpture in my work

**APPLICATION OF MATHEMATICS** within art and design will mean that:

- I know that a full rotation is 360° and I make patterns that rotate
- my 3d and tactile work includes a range of shapes such as pyramids, prisms, triangles and quadrilaterals
- I will make 2d and 3d shapes that are accurate
- I can use language such as *angles, faces, pairs of parallel lines, symmetry*

**COMPUTING** links with Art and Design will mean that:

- I use the Internet for research
- my work includes: video, images, visual effects, sound and animation to convey meaning and purpose

**WORKING WITH OTHERS** within Art and Design will mean that:

- I understand about a range of other cultures' art and design and use this as inspiration for my own work
- I work on group projects, sharing my ideas and listening to others to design artefacts

**IMPROVING OWN LEARNING & PERFORMANCE** will be ensured by:

- keeping notes in my Art Sketch Book about how I might develop my work further
- learning about the work of artists, architects and designers through looking at their work in books, the Internet, visits to galleries and other sources of information

**PROBLEM SOLVING** opportunities within Art and Design will mean that:

- I can take meaning from: images, stories, drama, music, natural world, and artefacts to generate ideas for my work
- I have the opportunity to learn how to organise and combine: line, tone, shape, and colour to represent figures and forms in movement

## KS2 KEY SKILLS OVERVIEW



# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
<b>Y6 Science</b>	<p><b>Living Things &amp; Their Habitats</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul>	<p><b>All Living Things</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<p><b>Electricity</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p><b>Evolution and Inheritance</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>			<p><b>Light</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain that objects are seen because they give out/reflect light into the eye</li> <li>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>



# SJF CURRICULUM 18-19



## Y6 Pupils should be taught to:

### Living things and their habitats

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

### All Living Things

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

### Evolution and Inheritance

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

### Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

### Electricity

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.





# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y6 Computing</b>	<p><b>Online Safety</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>	<p><b>Understanding algorithms</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul>		<p><b>Computer Programming</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul>		<p><b>Marketing a Product</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> </ul>
	<ul style="list-style-type: none"> <li>pupils should be taught to understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>					

## KS2 KEY SKILLS OVERVIEW



# SJF CURRICULUM 18-19



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Y6 History		<p><b>Local History WW1</b> The children will:</p> <ul style="list-style-type: none"> <li>• use dates and terms accurately</li> <li>• use historical vocabulary in internet search criteria</li> <li>• use imaginative methods to produce written work</li> <li>• find out information from a range of sources and reach own conclusions.</li> <li>• place changes of a period of history within a chronological framework.</li> <li>• use what I know about history to identify changes that take place across a period of time</li> </ul>	<p><b>Local History WW1</b> The children will:</p> <ul style="list-style-type: none"> <li>• use dates and terms accurately</li> <li>• use historical vocabulary in internet search criteria</li> <li>• use imaginative methods to produce written work</li> <li>• find out information from a range of sources and reach own conclusions.</li> <li>• place changes of a period of history within a chronological framework.</li> <li>• use what I know about history to identify changes that take place across a period of time</li> </ul>			<p><b>Ancient South American Civilization</b> The children will:</p> <ul style="list-style-type: none"> <li>• find out information from a range of sources and reach own conclusions</li> <li>• understand the beliefs of Ancient civilisations and link these to their actions</li> <li>• know that aspects of Ancient civilisation influence life today</li> <li>• use graphs, tables and charts to record and interpret data about the past</li> <li>• 'Hot seat' historical characters to understand the things they did</li> <li>• recreate the life of the past in my written work</li> </ul>	<p><b>Ancient South American Civilization</b> The children will:</p> <ul style="list-style-type: none"> <li>• find out information from a range of sources and reach own conclusions</li> <li>• understand the beliefs of Ancient civilisations and link these to their actions</li> <li>• know that aspects of Ancient civilisation influence life today</li> <li>• use graphs, tables and charts to record and interpret data about the past</li> <li>• 'Hot seat' historical characters to understand the things they did</li> <li>• recreate the life of the past in my written work</li> </ul>

## KS2 KEY SKILLS OVERVIEW





# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y6 History (Continued)</b>		<p><b>Local History WW1</b> The children will:</p> <ul style="list-style-type: none"> <li>describe the reasons for the outcomes of events in the past</li> <li>Know how to compare and contrast aspects of the past with aspects of today</li> <li>compare and contrast aspects of the past with the present day</li> <li>use expertise of professionals in finding out about the past</li> <li>'Hot seat' historical characters to understand the things they did</li> <li>recreate the life of the past in my written work</li> </ul>	<p><b>Local History WW1</b> The children will:</p> <ul style="list-style-type: none"> <li>describe the reasons for the outcomes of events in the past</li> <li>Know how to compare and contrast aspects of the past with aspects of today</li> <li>compare and contrast aspects of the past with the present day</li> <li>use expertise of professionals in finding out about the past</li> <li>'Hot seat' historical characters to understand the things they did</li> <li>recreate the life of the past in my written work</li> </ul>		<p><b>Ancient South American Civilization</b> The children will:</p> <p>use what I know about history to identify changes that take place across a period of time</p>	<p><b>Ancient South American Civilization</b> The children will:</p> <ul style="list-style-type: none"> <li>use what I know about history to identify changes that take place across a period of time</li> </ul>

## KS2 KEY SKILLS OVERVIEW





# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y6 Geography</b>	<p><b>Local study (Geographical features) – Castleton</b> The children will:</p> <ul style="list-style-type: none"> <li>• use a database to record information</li> <li>• record information on graphs, tables and charts</li> <li>• plan a route and work out the distance using a map scale</li> <li>• use six figure grid references</li> <li>• plan a journey on public transport from timetables</li> <li>• read symbols on an ordinance survey map</li> </ul>		•	<p><b>Climate Zones</b> The children will:</p> <ul style="list-style-type: none"> <li>• identify the position and significance of latitude and longitude, the Equator, Northern and southern hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/ Greenwich Meridian and time zones.</li> <li>• understand how natural phenomena can create or change a place. E.g. Plate tectonics- earthquakes and volcanoes, floods, weather etc</li> <li>• measure wind speed, rainfall and noise levels around school</li> </ul>	<p><b>Biomes</b> The children will:</p> <ul style="list-style-type: none"> <li>• identify the position and significance of latitude and longitude, the Equator, Northern and southern hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/ Greenwich Meridian and time zones.</li> <li>• understand how natural phenomena can create or change a place. E.g. Plate tectonics- earthquakes and volcanoes, floods, weather etc</li> <li>• measure wind speed, rainfall and noise levels around school</li> </ul>	<p><b>Contrasting Locality – South America</b> The children will:</p> <ul style="list-style-type: none"> <li>• identify how changes to a place will affect people living there</li> <li>• understand how people improve their environments</li> <li>• identify time differences around the world</li> <li>• identify similarities and differences between localities</li> </ul>

## KS2 KEY SKILLS OVERVIEW



# SJF CURRICULUM 18-19

## Y6 Art & Design

### Pencil Skills, Landscapes

The children will:

- ensure that 2d work is refined and I experiment with styles to reflect my ideas
- look very carefully at the methods I use and make decisions about the effectiveness of my methods
- combine colour, pattern, texture, line & tone, and shape & form to suit the purpose of my work
- adapt and improve my work to realise my intentions

### Propaganda Posters

The children will:

- Use different methods, colour and a variety of tools and techniques to express mood.
- Discuss the work of particular artists that I have liked or disliked and give reasons for my opinions.
- Use the vocabulary line tone, form, texture, pattern, shape and colour when discussing artists work.

### Victorian Engineers

#### Building Bridges

The children will:

- Recreate 2D images in a 3D piece.

### Aztec Art

#### Amazonian Art

The children will:

- ask questions to find out about artists, designers and architects
- ensure that their 2d work is refined as they experiment with styles to reflect my ideas
- combine graphics and text based on my research of commercial design (e.g. create a logo for a club etc)
- combine colour, pattern, texture, line, tone, and shape & form to suit the purpose of my work

### Chocolate

The children will:

- work as part of a group involved in a project to research, design and create an artefact or piece of art
- look carefully at the methods I use and make decisions about the effectiveness of my methods

### Trebuchet & Catapults

The children will:

- their 3d work involves sculpture, modelling, artefact design and I use a number of techniques to represent my ideas
- produce work that includes technical aspects, such as architectural design and I use my knowledge of constructing angles to help me in this.
- work as part of a group involved in a project to research, design and create an artefact or piece of art.





# SJF CURRICULUM 18-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Pencil Skills, Landscapes	Propaganda Posters	Victorian Engineers Building Bridges	Chocolate Wrappers/Art Deco	Chocolate	Trebuchet & Catapults

## Y6 Art & Design

### COMMUNICATION SKILLS

- my 3d work involves: sculpture, modelling, artefact design, textiles, and ceramics and I use a number of techniques to represent my ideas.
- my 2d work is refined and I experiment with styles to reflect my ideas
- I ask questions to find out about artists, designers and architects

### APPLICATION OF MATHEMATICS

- I use my knowledge of probability to make visual or other representations of the likelihood of an event.
- I can produce work that includes technical aspects, such as architectural design and I use my knowledge of constructing angles to help me

### COMPUTING

- I use software to design
- I combine graphics and text based on my research of commercial design (e.g. to create a logo for a club etc)

### WORKING WITH OTHERS

- I can work as part of a group involved in a project to research, design and create an artefact or piece of art
- I negotiate and listen so that the process is collaborative
- I ask questions to find out the cultural and social role of museums and galleries

### IMPROVING OWN LEARNING & PERFORMANCE

- I look very carefully at the methods I use and make decisions about the effectiveness of my methods
- I compare my methods to those of others and keep notes in my Art Sketch Book, allowing me to revisit ideas
- I adapt and refine my work to reflect its meaning and purpose, keeping notes and annotations in my Art Sketch Book

### PROBLEM SOLVING

- I work out which visual information I need and combine this with other information.
- I link the materials I use to the idea that I have.
- I combine: colour, pattern, texture, line & tone, and shape & form to suit the purpose of my work

## KS2 KEY SKILLS OVERVIEW

