<table>
<tr><th colspan="7">Creative Curriculum KS2
KS2 2019-2020</th></tr>
<tr><th rowspan="2">Theme</th><th colspan="2">Autumn 1</th><th colspan="2">Spring</th><th colspan="2">Summer</th></tr>
<tr><td>Gods and Mortals- Ancient Greece
Hist</td><td>Mayan civilisation- South America
Geog/ Hist</td><td>Frozen Kingdom
Geog/ Sci/ Literacy</td><td>London
Geog</td><td>London and Royals
Hist (changing monarchs)</td><td>In the news…
Olympics / Tokyo</td></tr>
<tr><td>Focus</td><td>History</td><td>History -</td><td>Geography skills focus- looking at hot and cold countries/ climates, etc.</td><td>Focus on geography and landmarks of London- ordinance surveys</td><td>History of the monarchy of Britain- kings and queens</td><td>Geog / DT</td></tr>
<tr><td>WOW start/ end</td><td>Hobgoblin theatre company – and workshop
End: Greek Dressup</td><td>Mayan Mask Making afternoon

DT link – Mayan Banquet</td><td></td><td colspan="2">London trip</td><td></td></tr>
<tr><td rowspan="2">Science Topic</td><td colspan="6">Class 3
During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
asking relevant questions and using different types of scientific enquiries to answer them
setting up simple practical enquiries, comparative and fair tests
making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
identifying differences, similarities or changes related to simple scientific ideas and processes
using straightforward scientific evidence to answer questions or to support their findings.</td></tr>
<tr><td colspan="6">Class 4 + 5
During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
using test results to make predictions to set up further comparative and fair tests</td></tr>
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	• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments					
	Class 3 Forces and magnets Class 4 Earth and space Class 5 Forces	Class 3 Sound Class 4 Forces Class 5 Living things and their habitats	Class 3 States of matter Class 4 Properties and changes of materials Class 5 Year 6 Light	Class 3 Light Class 4 Electricity Class 5 Electricity	*Class 3* Electricity Class 4 Forces Class 5 Evolution and inheritance	Class 3 Animals, including humans Class 4 Animals, including humans Class 5 Animals, including humans
Core books	Fleeced – Julia Wills Here comes Hercules – Stella Tarakson Who let the Gods out – Maz Evans Mythologica	Rainplayer Hero Twins – Comic book The Chocolate Tree	Snowglobe Winterspell The Girl who speaks bear		The accidental Prime minister The London Eye Mystery	
Art focus	**Sculpture***	**Textiles**	**Digital media**	**Drawing* Printing- William Morris?**	**Collage**	**Painting***
D&T		Mayan Masks Mayan Food		London buildings / architecture		Designing Sports kit
RE		Other faith - sikhism				
PE focus			Class 4 swimming	Class 4 swimming	Class 3 swimming	Class 3 swimming
	Gymnastics	Tag Rugby	Dodgeball Class 4 Swimming	Dance Class 4 Swimming	Hockey Class 3 Swimming	Athletics Class 3 Swimming

Creative Curriculum NON NEGOTIABLES (NATIONAL CURRICULUM BREATH OF STUDY) KS2 2019-2020			
Autumn Term 1			
Gods and Mortals			
	National Curriculum	Key Skills	
		Year 3 / 4	**Year 5 / 6**
Hist	• Ancient Greece – a study of Greek life and achievements and their influence on the western world	Chronology Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Chronology Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to

			communicate information about the past. • Use original ways to present information and ideas
Art	• about great artists, architects and designers in history	• Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by studies of others Sculpture Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) • Include texture that conveys feelings, expression or movement • Use clay and other mouldable materials • Add materials to provide interesting detail	• Give details (including own sketches) about the style of some notable artists, artisans and designers • Show how the work of those studied was influential in both society and to other artists • Create original pieces that show a range of influences and styles Sculpture Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations • Use tools to carve and add shapes, texture and pattern • Combine visual and tactile qualities • Use frameworks (such as wire or moulds) to provide stability and form
Music			
Science	**Class 3** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.		

	Class 4 + 5 During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments		
	Class 3 **Forces and magnets** • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing	**Class 4** **Earth and space** Pupils should be taught to: • 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	**Class 5** **Forces** Pupils should be taught to: • 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
PE	**Class 3 – PE coach (Monday)** **Gymastics** National Curriculum: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Year 3 / 4: • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner.	**Class 4 – PE Coach – (Weds)** **Gymnastics** National Curriculum: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] **Year 4 / 5:** • Create complex and well-executed sequences that include a full range of movements including: • travelling	**Class 5 – PE Coach – (Weds)** **Gymastics** National Curriculum: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] **Year 5 / 6** • Create complex and well-executed sequences that include a full range of movements including:

	• Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands).	• balances • swinging • springing Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. Vary speed, direction, level and body rotation during floor performances.	• travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. •Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright)

Creative Curriculum NON NEGOTIABLES (NATIONAL CURRICULUM BREATH OF STUDY) KS2 2019-2020			
Autumn Term 2			
Mayan Civilisation			
	National Curriculum	Key Skills Year 3 /4	Year 5 / 6
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	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • • Suggest causes and consequences of some of the main events and changes in history.	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • • Refine lines of enquiry as appropriate. •
Geog	<u>Locational knowledge</u> 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 <u>Place knowledge</u>	To investigate places Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location.	To investigate places Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Analyse and give views on the effectiveness

	• 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, and a region in North or South America	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.	of different geographical representations of a location (such as aerial images compared with maps) • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
Music	• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.	• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.

<table>
<tr><td>Computing</td><td>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
(Internet safety)</td><td>• Contribute to blogs that are moderated by teachers
• Give examples of the risks posed by online communications
• Understand the term ‘copyright’
• Understand that comments made online that are hurtful or offensive are the same as bullying
• Understand how online services work</td><td>• Collaborate with others online on sites approved and moderated by teachers
• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems
• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder
• Understand the effect of online comments and show responsibility and sensitivity when online
• Understand how simple networks are set up and used</td></tr>
<tr><td>Science</td><td colspan="3">Class 3
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During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
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• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
• using test results to make predictions to set up further comparative and fair tests
• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
identifying scientific evidence that has been used to support or refute ideas or arguments</td></tr>
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	Class 3 **Sound** Pupils should be taught to: • 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	**Class 4** **Forces** Pupils should be taught to: • 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	**Class 5** **Year 5** **Living things and their habitats** Pupils should be taught to: • 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 **Year 6** **Living things and their habitats** Pupils should be taught to: • 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
PE	**Tag Rugby** **KS2 National Curriculum** • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Throw and catch with control and accuracy. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly.	**Tag Rugby** **KS2 National Curriculum** • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).	**Tag Rugby** **KS2 National Curriculum** • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Field, defend and attack tactically by anticipating the

	• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.	Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations.	direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.

Creative Curriculum NON NEGOTIABLES (NATIONAL CURRICULUM BREATH OF STUDY) KS2 2019-2020			
Lent 1			
Frozen Kingdom			
	National Curriculum	**Key Skills** **Year 3 / 4**	**Year 5 / 6**
Geography	Locational knowledge • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and physical geography • describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills and fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	To investigate places • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. To investigate patterns • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land use.	To investigate places • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. To investigate patterns • Identify and describe the geographical significance of Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe and understand key aspects of: • **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

D&T	• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	• Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.
Art / Computing	• 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]	Digital Media Create images, video and sound recordings and explain why they were created	Digital Media Enhance digital media by editing (including sound, video, animation, still images and installations)
Science	**Class 3** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.		
	Class 4 + 5 During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments		

	Class 3	Class 4	Class 5
	States of matter Pupils should be taught to: • 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) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	**Properties and changes of materials** Pupils should be taught to: • 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	**Year 6** **Light** Pupils should be taught to: • 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
PE	Dodgeball • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Throw and catch with control and accuracy. • Choose appropriate tactics to cause problems for the	Dodgeball • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Choose and combine techniques in game situations (running, throwing,	Dodgeball • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and

	opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.	catching, passing, jumping and kicking, etc.). Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. Swimming • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length.	kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.

Creative Curriculum NON NEGOTIABLES (NATIONAL CURRICULUM BREATH OF STUDY) KS2 2019-2020			
Lent 2			
London and Royals- geog/ landmarks/ architecture			
	National Curriculum	**Key Skills** **Year 3 / 4**	**Year 5 / 6**
Geog	<u>Geographical skills and fieldwork</u> • use the 8 points of a compass, 4- and 6-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 **Place knowledge** • 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, and a region in North or South America • 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	To investigate: • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics To communicate: **human geography**, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	Investigate: • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). To communicate: **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
Art	• about great artists, architects and designers in history		

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Electricity
Pupils should be taught to:
• 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</td><td>Class 4
Forces
Pupils should be taught to:
• 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</td><td>Class 5
Evolution and inheritance
Pupils should be taught to:
• 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</td></tr>
</table>

	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		that adaptation may lead to evolution
PE	Dance: National Curriculum: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns Skills: • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching.	Dance: National Curriculum: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns Skills: • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. Swimming • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length.	Dance: National Curriculum: • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).

Creative Curriculum NON NEGOTIABLES (NATIONAL CURRICULUM BREATH OF STUDY) KS2 2019-2020			
Pentecost 1			
London and Royals- history			
	National Curriculum	Key Skills	
Hist	• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory) • the changing power of monarchs using case studies such as John, Anne and Victoria	• Use evidence to ask questions and find answers to questions about the past. • Suggest causes and consequences of some of the main events and changes in history. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology.	• Use sources of evidence to deduce information about the past. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.

<table>
<tr><td>Art</td><td>• 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]</td><td>•</td><td>•</td></tr>
<tr><td>Science</td><td colspan="3">Class 3
During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
• asking relevant questions and using different types of scientific enquiries to answer them
• setting up simple practical enquiries, comparative and fair tests
• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
• identifying differences, similarities or changes related to simple scientific ideas and processes
• using straightforward scientific evidence to answer questions or to support their findings.</td></tr>
<tr><td></td><td colspan="3">Class 4 + 5
During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
• using test results to make predictions to set up further comparative and fair tests
• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
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Animals, including humans
Pupils should be taught to:
describe the simple functions of the basic parts of the digestive system in humans
identify the different types of teeth in humans and</td><td>Class 4
Animals, including humans
Pupils should be taught to:
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Year 5
Animals, including humans
Pupils should be taught to:
• describe the changes as humans develop to old</td></tr>
</table>

	their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey	their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey	age Year 6 **Animals including humans** Pupils should be taught to: • 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
PE	Swimming: Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. Athletics: National Curriculum: • use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best Skills: • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate.	Athletics: National Curriculum: • use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Show control in take off and landings when jumping. • Compete with others and aim to improve personal best performances.	Athletics: National Curriculum: • use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best Skills: Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Compete with others and keep track of personal best performances, setting targets for improvement.

	• Compete with others and aim to improve personal best performances.		

What's in the news... Tokyo and the Olympics			
			Year 5 / 6

Geography	**National Curriculum:**
	Human and physical geography
	• describe and understand key aspects of:
	  ○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
	  ○ 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
	Geographical skills and fieldwork
	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	Locational knowledge
	• 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
		To investigate:
		Describe key aspects of:
		• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
		To communicate:
		human geography, including: settlements and land use.
		Describe geographical similarities and differences between countries.
		• Ask and answer geographical questions about the physical and human characteristics of a location.
		• Explain own views about locations, giving reasons.
		• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
			To investigate:
			Collect and analyse statistics and other information in order to draw clear conclusions about locations.
			• Identify and describe how the physical features affect the human activity within a location.
			• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
			• Describe how locations around the world are changing and explain some of the reasons for change.
			• Describe how countries and geographical regions are interconnected and interdependent.
			
			Describe and understand key aspects of:
			• **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
			• **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

Design and Technology	To design and make a new team kit / mascot		

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Light
Pupils should be taught to:
recognise that they need light in order to see things and that dark is the absence of light
notice that light is reflected from surfaces
recognise that light from the sun can be dangerous and that there are ways to protect their eyes
recognise that shadows are formed when the light from a light source is blocked by a solid object</td><td>Class 4
Electricity
Pupils should be taught to:
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</td><td>Class 5
Electricity
Pupils should be taught to:
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</td></tr>
</table>

	• find patterns in the way that the size of shadows change	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	
PE	Swimming: Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. Athletics: National Curriculum: • use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best Skills: • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances.	Athletics: National Curriculum: • use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Show control in take off and landings when jumping. • Compete with others and aim to improve personal best performances.	Athletics: National Curriculum: • use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best Skills: Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Compete with others and keep track of personal best performances, setting targets for improvement.