

# Gig Mill Primary School

## KEY STAGE Two

### CURRICULUM COVERAGE



Together we care,  
Together we succeed

WRITING	Look at books with a different alphabet to English.	Evolution and inheritance.
Narrative	Read and listen to whole books.	Animals and Humans
Write stories set in places pupils have been.	Engage in meaningful discussion in all areas of the curriculum.	Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.
Write stories that contain mythical, legendary or historical characters or events.	Listen to and learn a wide range of subject specific vocabulary.	Look at the digestive system in humans.
Write stories of adventure.	Through reading identify vocabulary that enriches and enlivens stories.	Look at teeth.
Write stories of mystery and suspense.	Speak to small and larger audiences at frequent intervals.	Look at the human circulatory system.
Write letters.	Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.	Evolution and inheritance
Write plays.	Listen to and tell stories often so as to internalise.	Look at resemblance in offspring.
Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.	Debate issues and formulate well-constructed points.	Look at changes in animals over time.
Non-fiction	Listen to and tell stories often so as to internalise.	Look at adaptation to environments.
Write instructions.	Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.	Look at differences in offspring.
Write recounts.	Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.	Look at adaptation and evolution.
Write persuasively.	Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.	Look at changes to the human skeleton over time.
Write explanations.	Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.	All living things.
Write non-chronological reports.	Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.	Identify and name plants and animals.
Write biographies.	Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.	Look at classification keys.
Write in a journalistic style.	Rigorously apply mathematical knowledge across the curriculum, in particular, in science, technology and computing.	Look at the life cycle of animals and plants.
Write arguments.	Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.	Look at classification of plants, animals and micro organisms.
Write formally.	Explore numbers and place value so as to read and understand the value of all numbers.	Look at reproduction in plants and animals, and human growth and changes.
Poetry	Add and subtract using efficient mental and formal written methods.	Look at the effect of diet, exercise and drugs.
Learn by heart and perform a significant poem.	Multiply and divide using efficient mental and formal written methods.	Chemistry
Write haiku.	Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.	Rocks and Fossils
Write cinquain.	Describe position, direction and movement in increasingly complex ways.	Compare and group rocks and describe the formation of fossils.
Write poems that convey an image (simile, word play, rhyme and metaphor).	Use and apply measures to increasingly complex contexts.	States of matter
READING	Gather, organise and interrogate data.	Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.
Read and listen to a wide range of styles or text, including fairy stories, myths and legends.	Understand the practical value of using algebra.	Materials
Listen to and discuss a wide range of texts.	Look at solubility and recovering dissolved substances.	Examine the properties of materials using various tests.
Learn poetry by heart.	Separate mixtures.	Look at solubility and recovering dissolved substances.
Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.	Examine changes to materials that create new materials that are usually not reversible.	Physics
Take part in conversations about books.	Look at sources, seeing, reflections and shadows.	Light
Learn a wide range of poetry by heart.	Biology	Look at sources, seeing, reflections and shadows.
Use the school and community libraries.	Plants	
Look at classification systems.	Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.	



## Physics (Cont./..)

Explain how light appears to travel in straight lines and how this affects seeing and shadows.

## Sound

Look at sources, vibration, volume and pitch.

## Forces and Magnets

Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.

Look at poles, attraction and repulsion.

Look at the effect of gravity and drag forces.

Look at transference of forces in gears, pulleys, levers and springs.

## Earth and Space

Look at the movement of the Earth and the Moon.

Explain day and night.

## Working Scientifically

Across all year groups scientific knowledge and skills should be learned by working scientifically.

## Electricity

Look at appliances, circuits, lamps, switches, insulators and conductors.

Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.

## ART AND DESIGN

Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.

Develop and share ideas in a sketchbook and in finished products.

Improve mastery of techniques.

Learn about the great artists, architects and designers in history.

## COMPUTING

Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selections and repetition in programs; work with variables and various forms of input and output, generate appropriate inputs and predicted outputs to test programs.

Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.

Understand computer networks including the internet, how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Describe how internet search engines find and store data; use search engines effectively, be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.

Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

## DESIGN AND TECHNOLOGY

### Design

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

### Make

Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

### Evaluate

Investigate and analyse a range of existing products.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Understand how key events and individuals in design and technology have helped shape the world.

### Technical Knowledge

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.

Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.

Apply their understanding of computing to programme, monitor and control their products.

## Cooking and Nutrition

Understand and apply the principles of a healthy and varied diet.

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

## GEOGRAPHY

Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.

Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.

Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.

Locate the geographical zones of the world.

Understand the significance of the geographic zones of the world.

Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.

Understand geographical similarities and differences through the study of human and physical geography of a region or area within North or South America.

Describe and understand key aspects of Physical geography, including; Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.

Describe and understand key aspects of 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 maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.



MUSIC	RELIGIOUS EDUCATION
Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.	Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
Use a wide range of geographical sources in order to investigate places and patterns.	Improvise and compose music using the inter-related dimensions of music separately and in combination.
Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	Listen with attention to detail and recall sounds with increasing aural memory.
HISTORY	
Changes in Britain from the Stone Age to the Iron Age.	Use and understand the basics of the stave and other musical notations.
The Roman Empire and its impact on Britain.	Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers.
Britain's settlement by Anglo Saxons and Scots.	Develop an understanding of the history of music.
PERSONAL DEVELOPMENT	
The Viking and Anglo Saxon struggle for the Kingdom of England.	Discuss and learn techniques to improve in the eight areas of success.
A local history study.	Study role models who have achieved success.
A study of a theme in British history.	Study those who have lost success and relate this to the eight areas of 'success'
PHYSICAL EDUCATION	
Early civilizations, achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.	Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending
Ancient Greece.	Take part in gymnastics activities.
A non-European society that contrasts with British history chosen from: - Earl Islamic Civilization, Mayan Civilization, Benin.	Take part in athletics activities.
History of interest to pupils.	Perform dances.
LANGUAGE	
In the chosen modern language: Speak; Read; Write.	Take part in outdoor and adventurous activity challenges both individually and within a team.
Look at the culture of the countries where the language is spoken.	Swimming and water safety; take swimming instruction in Key Stage One and Key Stage Two.
If an ancient language is chosen, read, translate and explore the culture of the time.	

