

Key Stage 2

Subject	Subject Aims	Topics Covered / Skills Developed	Assessment	Independent Study Advice	External Links
Art	<ul style="list-style-type: none"> To produce creative work, exploring their ideas and recording their experiences. Students to become capable in drawing, painting, sculpture and other art, craft and design techniques. To evaluate and analyse creative works using the language of art, craft and design. To know about great artists, craft makers and designer. 	<ul style="list-style-type: none"> Students will create sketch books to record their observations and use them to review and revisit ideas. Students will improve their art techniques. They will do this by drawing, painting and sculpture with a range of materials. They will use pencil, charcoal, paint and clay. Students will look at great artists in history. 	<ul style="list-style-type: none"> Teacher observation Self-assessment Peer assessment Practical skills testing 	<ul style="list-style-type: none"> Practice using different materials at home To attend art and crafts clubs To use BBC bite size to study famous artists. 	National curriculum document link or downloadable PDF
Music	<ul style="list-style-type: none"> To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. To learn to sing and to use their voices, to create and compose music on their own and with others and have the opportunity to learn a musical instrument. To understand and explore how music is created, produced and communicated. 	<ul style="list-style-type: none"> Students will play and perform in solo and ensemble contexts, using their voices and playing musical instruments Students will improvise and compose music. Students will listen with attention to detail and recall sounds with increasing aural memory. Students will understand staff and other musical notations. Students will develop an understanding of the history of music. 	<ul style="list-style-type: none"> Teacher observation Self-assessment Peer assessment Practical skills testing 	<ul style="list-style-type: none"> Practice playing instruments before and after school Join external music/performing arts clubs To independently research different musicians 	National curriculum document link or downloadable PDF

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Geography	<p>Develop contextual knowledge of the location of globally significant places</p> <p>Define and discuss physical and human characteristics</p> <p>Discuss spatial variation and change over time</p> <p>Become competent in using and applying Geographical skills</p>	<p>My community: - Geographical Skills and Fieldwork</p> <p>Transport: -Location Knowledge:</p> <p>Invaders, Disasters, Where in the World, Explorers: -Location Knowledge: Europe, North and South America -Geographical Skills and Fieldwork -Human and Physical Geography</p>	<p>Teacher observation Self and peer assessment Practical skills testing</p>	<p>Explore the local community, make observations outside of school</p>	
History	<p>Know and understand history as a coherent chronological narrative</p> <p>Explain how people have shaped Britain and how Britain has influenced and been influenced by the wider world</p> <p>Know and understand significant aspects of the history of wider world</p> <p>Understand historical concepts</p> <p>Understand the methods of historical enquiry</p>	<p>Transport, Invaders, Stone Age to Iron Age, Ancient civilisations (Egyptians/Romans), Explorers (Study of a non-European society): -chronology -develop use of and explain key historical terms -ask and answer historical questions about change, cause, similarity, difference and significance, using relevant historical information -study of and interpretation of historical sources -key historical figures</p>	<p>Teacher observation Self and peer assessment Practical skills testing</p>	<p>Museum/national heritage site visits outside of school</p>	

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DT	<p>To ensure that all pupils:</p> <ul style="list-style-type: none"> • Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. • Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. • Critique, evaluate and test their ideas and products and the work of others. • Understand and apply the principles of nutrition and learn how to cook. 	<p>In upper Key Stage 2 pupils will be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • Use research and design criteria in the design of innovative products that are fit for purpose, aimed at particular customers. • Generate, develop and communicate ideas using a variety of methods eg sketches, models and prototypes. <p>Make</p> <ul style="list-style-type: none"> • Select and use tools to perform practical tasks. • Select materials and components according to their properties. <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse existing products. • Evaluate their own and others ideas and products. • Understand how the work of other designers has helped shape the world. <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Apply knowledge of how to strengthen more complex structures. • Understand and use mechanical systems • Understand and use electrical systems. • Use computers to monitor and control products. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy diet. • Prepare and cook a variety of dishes. • Understand seasonality and know where our food comes from. 	<ul style="list-style-type: none"> • Teacher observation of practical investigations. • Self and peer assessment. • Teacher formative assessment. • Summative assessment of each unit. 	<ul style="list-style-type: none"> • Observing the natural world around us. • Being inquisitive about the design that we see every day, asking themselves questions such as: Why and how? • Designmuseum.org • Designcouncil.org.uk • Visit museums such as Hancock, Discovery museum and the Centre for Life in Newcastle. • Cook, regularly, at home – predominantly savoury dishes. 	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf</p>

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<p>MFL</p>	<ul style="list-style-type: none"> • Provide students with an introduction to other cultures • To deepen students understanding of the world • Give students the opportunity to express their thoughts and ideas in another language • Provide the foundation for students to learn further languages 	<ul style="list-style-type: none"> • Phonology/grammatical structures and vocabulary skills • Pattern of language through songs and rhymes • Confidence with oral exchanges – ask/answer questions • Develop accurate pronunciation and intonation • Presenting skills • Reading skills - responding to and recognising familiar words and phrases • Describing people places and things orally and through writing • Dictionary skills 	<ul style="list-style-type: none"> • Teacher assessment through written work • Teacher assessment through oral exchanges • Self and peer assessment 	<ul style="list-style-type: none"> • Be open to new experiences and exposure to other cultures • Encouragement to watch programmes in different languages • Embrace opportunities where possible to use the language that has been taught 	<p>National curriculum document link or downloadable PDF</p> <p>https://www.bbc.co.uk/bitesize/subjects/zrqmhy</p>
<p>PSHCE</p>	<ul style="list-style-type: none"> • Actively promotes fundamental British values of democracy, • Make the most of their abilities; • Play an active, positive role as citizens in a democratic society; • Understand and develop good relationships • Have respect for each other • develop a healthy and safe lifestyle 	<ul style="list-style-type: none"> • Families and people who care for them • Caring friendships • Respectful relationships • Online relationships • Health and Wellbeing inc. drugs, alcohol and tobacco • Fundamental British Values • Safety and Safeguarding • PREVENT • County lines and modern day slavery 	<ul style="list-style-type: none"> • Teacher observations in lessons. • Self and peer assessment 	<ul style="list-style-type: none"> • Involvement in drop down days 	<ul style="list-style-type: none"> • www.nspcc.org.uk <p>KS2 and KS3 Citizenship Programme of study</p> <p>www.pshe-association.org.uk</p> <p>www.bbc.co.uk/bitesize/subjects/zqtnvcw</p>

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<p>Computing</p>	<ul style="list-style-type: none"> • To access a computer and range of applications and programmes correctly and safely. • To begin to use Microsoft Office programmes and explore and apply the tools. • To understand online safety and importance. • To begin using digital literacy on a range of programmes. • To understand basic computing networks and how they work. 	<ul style="list-style-type: none"> • Students to have the opportunity to explore a broad range of programmes and networks on the system. • Students to learn about a range of tools on Microsoft Office, putting them into practice to complete a range of tasks. • Students to learn about online safety including how to report and block, the dangers of sharing personal information and how to be safe when using the internet on a range of devices. • Students to be given opportunities to develop digital literacy such as typing and using basics tools on programmes. • Students to begin to understand how a computer is built up and how it uses a basic network. 	<ul style="list-style-type: none"> • Digital capability assessment. • Teacher observation • Self and peer assessment 	<ul style="list-style-type: none"> • Access devices at home safely and securely, applying online safety knowledge. • Practice typing skills using a range of activities including typing games and typing tests. 	

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PE	<ul style="list-style-type: none"> • Allow students to develop competence to excel in a broad range of physical activities • Ensure students are physically active for sustained periods of time • Engage students in competitive sports and activities • Educate students in leading healthy, active lives. 	<ul style="list-style-type: none"> • A range of sports and activities will be taught including, net games, invasion games, fitness, gymnastics, athletics • Students will use running, jumping, throwing and catching skills • Students will play competitive games, modified where appropriate • Students will be encouraged to develop flexibility, strength, technique, control and balance • Students will perform dances using a range of movement patterns • Students will have the opportunity to take part in outdoor and adventurous activity challenges • Students will have the opportunity to participate in swimming lessons 	<ul style="list-style-type: none"> • Teacher observation • Self and peer assessment • Basic fitness testing experiences • Practical skills testing • Game play scenarios 	<ul style="list-style-type: none"> • Be active outside of school by trying to engage in regular physical activities such as outdoor play, walking, cycling or scootering • Join a sports club or activity group outside of school • Attend a before or after school sports activity at school 	National curriculum document link or downloadable PDF