



**Porchester Whole School Curriculum LTP KS2 2022-2023  
CYCLE 2**



	Y3/4 Autumn	Y5/6 Autumn	Y3/4 Spring	Y5/6 Spring	Y3/4 Summer	Y5/6 Summer
<b>Enquiry question</b> <i>Opportunity Equality</i>	<b>What is the fairest way to make a choice?</b>  <b>Ancient Greece</b>	<b>Why is it so important to remember the past?</b> <b>WW2</b>	<b>What makes the earth angry?</b>  <b>Natural disasters</b>	<b>What is the impact of our footprint?</b>  <b>South America/Rainforests</b>	<b>How can we influence the future?</b>  <b>Ancient Egypt</b>	<b>What is the key to unlocking the future?</b>  <b>Mayans / Human biology and evolution</b>
<b>Enquiry driver</b>	History	History	Geography	Geography	D&T/ART	D&T/ART
<b>Enquiry enhancers</b>	Geography/Art/D&T	Geography/Art/D&T	Art	Art/D&T/Science	History	History
<b>Discrete subjects</b>	Science/Computing/MFL/RE/Music/PE/PSHE	Science/Computing/MFL/Music/PE/RE/PSHE	Science/Computing /MFL/Music/PE/RE/PSHE	Computing/MFL/Music/PE/RE/PSHE	Science/Computing/MFL/ Music/PE/RE/PSHE	Science/Computing/MFL/ Music/PE/RE/PSHE
<b>Rationale for enquiry</b> <i>Knowledge Opportunity</i>	<p>We want our children to understand the impact of the Greeks on our lives today and how advanced they were as a society. The children will be able to make links between this learning and their learning from cycle 1 and think about how the Romans took Greece which then became part of the Roman Empire.</p> <p>Our children will be able to recognise that democracy was introduced by the Greeks and what it means to be part of a democratic society (linked with British Values).</p> <p>We know that it is important that our children respect the beliefs of others so Greek mythology will support this alongside our RE curriculum. The Greeks were revolutionary with evolving vocabulary and the meaning of words, which will support our curriculum vision.</p> <p>Our children will also have the opportunity to compare their locality to a European locality.</p> <p>We want the children to develop independence by leading and creating something to be published on the school website.</p>	<p>We want our children to develop an appreciation of the causes of, and what life was like during World War One and World War Two.</p> <p>Our children will gain an understanding of how they are able to live the life they live now because of the sacrifice of soldiers during this time. They will also be able to compare their experiences of lockdown to the experiences of children in war time Britain.</p> <p>In addition, they will develop historical knowledge of key events which have shaped our world today.</p> <p>Our children will have the opportunity to build links with the local community and learn about the impact of WWII on Carlton.</p>	<p>Children will develop their understanding of their place in the wider world. They will learn about natural disasters around the world, including how and why they happen. We want the children to learn about human's impact on the world and to develop their understanding of sustainability by thinking about the effects of climate change on natural disasters. They will have a focus on Pompeii to support their locational knowledge and build on their understanding of Italy having done the Romans previously. We want to encourage the children to take responsibility and think about how they can help countries that have been affected by natural disasters. To develop the children's enterprise by thinking of ways to fundraise for natural disasters charity. We want to encourage a love of STEM subjects at our school so experiencing a hands-on science museum at the Magna Centre will excite and drive children's passion for science and technology.</p>	<p>The children will learn about the human impacts on the environment and explore how they can have a positive impact on the world at both a local and global scale.</p> <p>In this enquiry, children will learn about big issues currently affecting the world we live in today, such as deforestation and climate change.</p> <p>We want our children to understand their impact on the world and how they can be responsible citizens in the future. They will look at the Amazon rainforest in depth in order to support their learning on developed and developing countries in cycle 1.</p> <p>We want our children to be able to understand and respect different cultures and ways of life in comparison to their lives and locality.</p>	<p>After learning about key historical time periods that have impacted our lives today, we want children to finish cycle 2 by finding links between historical enquiries and debating which historical time period left the biggest legacy behind. We want our children to have aspirations for the future so their learning will support them to think about what they can do to influence the future.</p> <p>We know that our children need to learn about rights and equality so we will take part in learning about the use of Egyptian slaves to build the pyramids.</p>	<p>We want our children to understand how ancient civilizations make advancements in astrology, buildings, religion, food, farming, language, medicine and sport.</p> <p>The children will be able to make links back to their knowledge of Ancient Egypt in LKS2 and comparisons.</p> <p>We will further develop children's understanding of wider issues such as inequality and hierarchy.</p> <p>We will nurture and foster the children's creativity by encouraging them to think about how buildings/pyramids were built in times of limited technology. They will have the opportunity to learn about what materials were available to the Mayan society at that time.</p>
<b>Concepts to be developed</b> <i>Knowledge</i>	Chronology	Community/Cause and Effect	Cause and Effect/ Worth	Cause and Effect	Movement/Chronology	Movement/Chronology
<b>Key content choices (e.g. significant people, events etc)</b> <i>Opportunity Equality</i>	<ul style="list-style-type: none"> <li>Topographical features – UK, Greece, Italy</li> <li>Culture and mythology in Sparta and Athens</li> <li>Trojan war – conflict and invasion</li> <li>Gods and goddesses (religion in Ancient Greece)</li> <li>Ictinus and Callicrates (Greek architecture – The Parthenon, Acropolis)</li> <li>Thomas Cecil Howitt</li> </ul>	<ul style="list-style-type: none"> <li>The Blitz</li> <li>Rationing,</li> <li>Evacuation,</li> <li>Hitler</li> <li>Anne Frank</li> <li>The Battle of Britain</li> <li>Allies and Axis powers</li> <li>Jacqueline Hurley</li> </ul>	<ul style="list-style-type: none"> <li>Pompeii</li> <li>UK – Nottingham</li> <li>Katsushika Hokusai,</li> <li>Andy Warhol</li> <li>Joseph Wright</li> </ul>	<ul style="list-style-type: none"> <li>Brazil</li> <li>UK</li> <li>Biomes</li> <li>Biome of the tropical rainforest</li> <li>Deforestation</li> <li>Henri Rousseau</li> <li>Friedensreich Hundertwasser</li> </ul>	<ul style="list-style-type: none"> <li>River Nile</li> <li>Pharaohs</li> <li>Pyramids</li> <li>Mummification</li> <li>Kara Walker</li> <li>Tomb Paintings (Nefertari)</li> </ul>	<ul style="list-style-type: none"> <li>Chichen Itza</li> <li>Chocolate</li> <li>Freida Kahlo</li> <li>Charles Darwin</li> <li>Evolution</li> <li>Mary Anning</li> </ul>



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	<ul style="list-style-type: none"> <li>Mary Anning</li> </ul>					
<b>Hook</b> <i>Opportunity</i>	A day in the life of Greek court  Children to come dressed in Greek robes. Organise Greek food tasting, Olympic games events etc. Set up a Greek democracy in class. Use random selection to choose children to vote for classroom responsibilities (e.g. school council, jobs etc)	Morning – ARP warden training – war announcement and then blackout experience and first aid. Afternoon – evacuee experience, small families withing school and then members of the family get different experiences. <i>Contact local military base</i>	Visit to the Magna Centre (Sheffield) Supports Geography knowledge – volcanoes and Science knowledge – light and sound (enquired)	I’m not a celebrity, get me out of here – children will carry out challenges that relates to the rainforest without them knowing to encourage them to start asking questions about the items.	Visit to Weston Park (Sheffield Museum) for an Ancient Egypt Day (enquired)  OR  Birmingham Museum Online Ancient Egypt experience (enquired)	Mayan VR experience <a href="https://www.planmyschooltrip.co.uk/943/Mayans-VR-Workshop.php">https://www.planmyschooltrip.co.uk/943/Mayans-VR-Workshop.php</a>
<b>Experts and Experiences</b> <i>Opportunity</i> <i>Equality</i>	Virtual tour of the Ancient Greece Department at the British Museum  Theatre workshop from Nottingham Playhouse to lead to a performance of a Greek myth (other option – Partake theatre company visit) (enquired at Nottingham Playhouse)  - Enquired about Wollaton Hall Ancient Greece enquiry	Holocaust centre visit – end of November/ beginning of December	Volcanoes VR experience (enquired)	Wildlife person, who will bring in some tarantulas, snakes etc.	Ancient Egyptians resources box from Nottingham City Museums & Galleries.	Visit to Cadbury World- link to Mayan culture and chocolate.
<b>Curriculum additionality</b> <i>Opportunity</i> <i>Equality</i>	Christmas Performance Harvest Festival	Carol Concert Harvest Festival Remembrance Day – children to involve community for a remembrance service	Enterprise Bikeability Y4 Residential	TRIP Easter – church Science week	Careers and aspirations	Careers and aspirations Y6 residential – Summer 2, Kingswood End of year performance Healthy Hearts- First Aid Enterprise
<b>Authentic Outcome and social legacy</b> <i>Knowledge</i> <i>Opportunity</i> <i>Equality</i>	Screening of a documentary (invite parents) about Ancient Greek developments – focus on democracy (Olympics, theatre, art, food – link with DT make Greek food for parents to try during the screening)	Porchester school memorial – in the hall songs and present the work to invited members of the community and parents.	Based on their learning during the workshop at the Magna Centre, children to lead workshops for parents to show them how volcanoes are formed and erupt, how tectonic plates work and how tsunamis are formed.  Possible fundraising link – any recent natural disasters that we can raise awareness and money for?	Create a documentary/ iMovie about the rainforest and persuasive leaflets up to Mapperley top	Ancient Egypt museum for parents to share Egyptian influences paired with presentation on their aspirations for the future.	Healthy hearts assembly – linked to the science enquiry “evolution” Art exhibition
<b>Assessment opportunities &amp; retrieval practices</b> <i>Knowledge</i> <i>Reading</i>	Weekly Quizzes Sticky knowledge and vocabulary Flash cards Knowledge Organisers Porchester Big Book of Knowledge	Weekly Quizzes Sticky knowledge and vocabulary Flash cards Knowledge Organisers Porchester Big Book of Knowledge	Weekly Quizzes Sticky knowledge and vocabulary Flash cards Knowledge Organisers Porchester Big Book of Knowledge	Weekly Quizzes Sticky knowledge and vocabulary Flash cards Knowledge Organisers Porchester Big Book of Knowledge	Weekly Quizzes Sticky knowledge and vocabulary Flash cards Knowledge Organisers Porchester Big Book of Knowledge	Weekly Quizzes Sticky knowledge and vocabulary Flash cards Knowledge Organisers Porchester Big Book of Knowledge
<b>Key Texts</b> <i>Reading</i>	The Orchard Book of Greek Myths (illustrated short story collection) Here Comes Hercules (chapter book) OR Who Let the Gods Out (chapter book)	The Lion and the Unicorn (picture book) Rose Blanche (picture book) Letters from the Lighthouse (chapter book) Flanders’ Fields (poetry) Dulce et Decorum Est (poetry)	Escape from Pompeii (picture book) The Street Beneath my Feet (picture book) Survivors (non-fiction) The Abominables (chapter book)	The Great Kapok Tree (picture book) Rainforests in 30 Seconds (series of short non-fiction texts) The Explorer (chapter book)	Marcy and the Riddle of the Sphinx (graphic novel style picture book) The Egyptian Cinderella (picture book) Secrets of the Sun King (chapter book)	Rain Player (picture book) Middleworld (chapter book)
<b>Writing genres</b>	<b>Persuasion</b> – advert <b>Recount</b> - Letter	<b>Recount</b> – diary entry <b>Biography</b>	<b>Newspaper</b>	<b>Persuasion</b> - Letter	<b>Instructions</b>	<b>Non-chronological report</b>



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<b>Knowledge Reading</b>	<b>Description – character</b> Fantasy narrative (myths and legends) Clerihew	<b>Narrative with a novel as a theme</b> Flashback/shift story Classic poetry	<b>Explanation – question and answer</b> magazine article Adventure story Classic narrative Calligram (shape poem)	<b>Balanced Argument – For and against balanced argument</b> <b>Description – setting</b> Science fiction Cinquain	<b>Balanced Argument – write up of a debate</b> Play script <b>Narrative with a novel as a theme</b> Narrative poetry	<b>Explanation – Q&amp;A information leaflet (with instruction)</b> Story from another culture/tradition Classic narrative Tanka
<b>KKPD codes to be taught in each subject, in each term:</b>						
<b>Art and Design</b>	<b>Applies to all units</b>  <b>Using Sketchbooks</b> <b>AD3.13</b> know how to use a sketchbook to record basic observations to inform a final piece of art using different tools and techniques <b>AD4.11</b> know how to use sketchbooks to collate ideas from a range of sources to inform a final piece of art using different tools and techniques (e.g. including materials, photographs, sketches etc)  <b>Analysing and evaluating</b> <b>AD3.18</b> know and discuss how their work may be influenced by the techniques of an artist, suggesting how successful these were <b>AD3.19</b> know how to evaluate their own and others’ work, suggesting what works well and what could be improved. <b>AD4.15</b> know and describe how their artwork links to the elements of art and explain why they have chosen such elements in their work. <b>AD4.16</b> know and explain how they were successful in their work and independently generate developmental targets for the future	<b>Applies to all units</b>  <b>Using Sketchbooks</b> <b>AD5.15</b> know how to use sketchbooks to capture and develop ideas using different tools and techniques to refine their own artwork <b>AD6.8</b> know how to use sketchbooks to record observations and develop own techniques, commenting on the effectiveness of these <b>AD6.9</b> know how to think critically about ideas, captured from a range of sources, in sketchbooks to justify decisions in their own artwork <b>AD6.10</b> know and explain why different tools and techniques have been used to create art when capturing ideas in the sketchbooks  <b>Analysing and evaluating</b> <b>AD5.20</b> know and articulate the purpose behind their artwork and how they have utilised / disregarded certain aspects of an artist’s work. <b>AD5.21</b> know and explain how they have produced an original piece of artwork and how this has been influenced by another artist/s <b>AD6.13</b> know and explain how, why and to what extent they have used an artist’s influence and elements of art in their own work. <b>AD6.14</b> know and critique their work (and the work of others) making comparisons to famous artist’s styles/techniques.	<b>Applies to all units</b>  <b>Using Sketchbooks</b> <b>AD3.13</b> know how to use a sketchbook to record basic observations to inform a final piece of art using different tools and techniques <b>AD4.11</b> know how to use sketchbooks to collate ideas from a range of sources to inform a final piece of art using different tools and techniques (e.g. including materials, photographs, sketches etc)  <b>Analysing and evaluating</b> <b>AD3.18</b> know and discuss how their work may be influenced by the techniques of an artist, suggesting how successful these were <b>AD3.19</b> know how to evaluate their own and others’ work, suggesting what works well and what could be improved. <b>AD4.15</b> know and describe how their artwork links to the elements of art and explain why they have chosen such elements in their work. <b>AD4.16</b> 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<i>* revisited in more than one enquiry</i>	<b>Strand: Sculpture</b> <b>AD4.8</b> know how to produce sculpture with increasing accuracy, control and purpose, experimenting with different materials <b>AD4.9</b> know further joining techniques (for example fold, insert, slot, tie, wrap, tabs)  <b>Strand: Study of great artists</b> <b>AD3.14</b> know and identify the techniques used by different artists, architects and / or designers* <b>AD4.12</b> know and experiment with the styles used by other artists, architects and / or designers*	<b>Strand: Drawing</b> <b>AD5.7</b> know how to use previously taught drawing techniques to create mood <b>AD5.6</b> know how to produce drawings with control and accuracy from close observation <b>AD6.4</b> know how to draw with precision using previous taught techniques, <u>using different gradient pencils or other materials for effect*</u>  <b>Strand: Use colour, pattern, texture, line, form, space and shape</b> <b>AD3.3</b> know about contrasting and complimentary colours via the creation of a colour wheel <b>AD5.2</b> know how to create perspective in art using one point of perspective <b>AD5.5</b> select colours to create mood*  <b>Strand: Study of great artists</b> <b>AD5.16</b> know how to research the work of an artist, architect and / or designer and use their work to replicate a style* <b>AD5.17</b> know what a specific artist, architect and / or designer is trying to achieve in any given situation*	<b>Strand: Painting</b> <b>AD3.8</b> know how to produce paintings with increasing accuracy and control, experimenting with different materials <b>AD4.6</b> know how to produce paintings with increasing accuracy and control, experimenting with different materials  <b>Strand: Use colour, pattern, texture, line, form, space and shape</b> <b>AD3.3</b> know about contrasting and complimentary colours via the creation of a colour wheel  <b>Strand: Study of great artists</b> <b>AD3.15</b> know how to compare the work of different artists, architects and / or designers <b>AD4.13</b> know how different artists, designers and / or architects developed their specific style <b>AD3.17</b> know when art is from different cultures	<b>Strand: Painting</b> <b>AD5.8</b> know how to produce paintings with control, accuracy and close observation, experimenting with different materials <b>AD6.5</b> know how to make inventive choices as to paint type and technique to create a desired outcome <b>AD5.9</b> know and explore wash and transparency, marks and strokes when painting <b>AD5.11</b> how to develop layers in paintings (for example through the use of acrylics) <b>AD5.12</b> know and experiment with how to add texture to a painting (for example through the inclusion of sand)  <b>Strand: Study of great artists</b> <b>AD5.16</b> know how to research the work of an artist, architect and / or designer and use their work to replicate style and techniques in their own work <b>AD5.18</b> know why artists, designers and / or architects are / were considered influential*	<b>Strand: Drawing</b> <b>AD3.7</b> know how to use shading techniques effectively to create atmosphere and shadow <b>AD4.4</b> know how to use shading to convey shape depth (for example in a landscape) <b>AD3.4</b> know how to produce drawings with increasing control, experimenting with different materials (for example pencil, charcoal, ink) <b>AD4.3</b> know how to produce drawings with increased control and accuracy, experimenting with different materials (for example pencil, charcoal, ink)  <b>Strand: Use colour, pattern, texture, line, form, space and shape</b> <b>AD3.2</b> know how to create a sense of proportion in their own artwork <b>AD4.2</b> know how to produce artwork using increasingly accurate proportion and scale  <b>Strand: Study of great artists</b> <b>AD3.16</b> know when art is from different historical periods*	<b>Strand: Sculpture</b> <b>AD5.14</b> know how to develop further techniques to create a sculpture (for example, carving, modelling, casting, constructing etc) <b>AD6.7</b> know how to join different materials both for strength and aesthetics  <b>Strand: Use colour, pattern, texture, line, form, space and shape</b> <b>AD5.1</b> know how to use form to create the illusion of 3 dimensional art <b>AD5.5</b> select colours to create mood*  <b>Strand: Study of great artists</b> <b>AD5.19</b> know reasons why artists, architects and designers make decisions based on cultural influences* <b>AD6.11</b> know and explain how their own artwork has been influenced by a famous artist, architect and or designer*





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					<b>AD4.14</b> know how art provides a viewpoint about the past*	
<b>Computing</b>	<u>E-safety (whole school)</u> C3.12 know how to use technology safely, respectfully and responsibly C3.13 know the negative implications of failure to keep passwords safe and secure C4.12 know how to recognise acceptable and unacceptable behaviour using technology  <u>Using Programs –Word/PowerPoint</u> C3.5 know how to use a range of software for similar purposes C3.6 know how to collect and present information C4.5 know how to select and use software to accomplish given goals C4.6 know how to create linked content using a range of software C4.7 know how to make informed software choices when presenting information and data C3.8 know how to discern when it is best to use technology and where it adds time or no value C3.17 know what plagiarism is C4.15 know and understand copyright issues relating to different multimedia	<u>E-safety (whole school)</u> C5.15 know how to make choices when using technology and that not everything is true and/or safe C6.13 know how to recognise the value in preserving privacy when online for their own and other people’s safety C6.14 know the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable C5.14 know the value of computer networks but are also aware of the main dangers  <u>Purple Mash - Using programs –PowerPoint</u> C5.9 know how to analyse, evaluate and present data and information when creating content C5.10 know how to use several ways of sharing digital content C6.7 know how to consider the audience when designing and creating digital content C6.12 know the difference between the internet and the World Wide Web C6.16 know how to find copyright free images and sounds from a range of different sources	<u>COVER FROM AUTUMN:</u> <u>Using Programs –Word/PowerPoint</u> C3.5 know how to use a range of software for similar purposes C3.6 know how to collect and present information C4.5 know how to select and use software to accomplish given goals C4.6 know how to create linked content using a range of software C4.7 know how to make informed software choices when presenting information and data C3.8 know how to discern when it is best to use technology and where it adds time or no value  <u>Email – 2Email and school email</u> C3.12 know how to use technology safely, respectfully and responsibly C4.12 know how to recognise acceptable and unacceptable behaviour using technology C3.11 know what computer networks do and how they provide multiple services C4.11 know that computer networks can provide opportunities for communication and collaboration C3.16 know that a range of online communication tools exist (e.g. email)	<u>Purple Mash - Quizzing – 2Quiz and Kahoot</u> C6.7 know how to consider the audience when designing and creating digital content  <u>Movie Maker</u> C5.8 know how to combine a variety of software on a range of digital devices to design and create content to accomplish given goals C6.6 know how to use a variety of software on a range of digital devices to design and create a range of programs and systems C6.7 know how to consider the audience when designing and creating digital content C5.11 know how to analyse and evaluate information reaching a conclusion that helps with future developments	<u>Purple Mash – Module A Coding – 2 Code</u> C3.1 know how to make logical, achievable steps and absorbing new knowledge of coding structures C3.2 know how to write programs that accomplish specific goals C3.3 know how to design and debug a sequence of instructions, including directional instructions C3.4 know how to detect errors within programs	<u>Coding – Hour of Code</u> C6.3 know how to write a program that combines more than one variable and various forms of inputs and outputs C5.4 know how to change inputs to achieve different outputs C5.5 know how to develop a program that has specific variables identified C5.6 know how to test and debug a program as they go C6.4 know how to develop a sequenced program that has repetition and variables identified  <u>Purple Mash – 2DIY3D Game Creator</u> C5.8 know how to combine a variety of software on a range of digital devices to design and create content to accomplish given goals C6.6 know how to select and use a variety of software, on a range of digital devices to design and create a range of programs and systems C6.7 know how to consider the audience when designing and creating digital content
<b>Computing – Safe Use</b>	C3.12 know how to use technology safely, respectfully and responsibly C3.13 know the negative implications of failure to keep passwords safe and secure C3.14 know different ways they can get help if concerned C4.12 know how to recognise acceptable and unacceptable behaviour using technology C4.13 know a range of ways of reporting inappropriate content and contact	C5.15 know how to make choices when using technology and that not everything is true and/or safe C6.13 know how to recognise the value in preserving privacy when online for their own and other people’s safety C6.14 know the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable C5.18 know whether a file can be legally downloaded and used (or not)	C3.12 know how to use technology safely, respectfully and responsibly C3.13 know the negative implications of failure to keep passwords safe and secure C3.14 know different ways they can get help if concerned C4.12 know how to recognise acceptable and unacceptable behaviour using technology C4.13 know a range of ways of reporting inappropriate content and contact	C5.15 know how to make choices when using technology and that not everything is true and/or safe C6.13 know how to recognise the value in preserving privacy when online for their own and other people’s safety C6.14 know the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable	C3.12 know how to use technology safely, respectfully and responsibly C3.13 know the negative implications of failure to keep passwords safe and secure C3.14 know different ways they can get help if concerned C4.12 know how to recognise acceptable and unacceptable behaviour using technology C4.13 know a range of ways of reporting inappropriate content and contact	C5.15 know how to make choices when using technology and that not everything is true and/or safe C6.13 know how to recognise the value in preserving privacy when online for their own and other people’s safety C6.14 know the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable
<b>Design and Technology</b>	<b>Applies to all units</b>  In each area, an element of design, make and evaluate will be expected as per the design and technology cycle.  <b>Design and make – pulley</b> <b>Y3 expectations:</b> DT3.2 know how to design a product and make sure that it looks appealing DT3.3 know how to draw annotated designs with labels that detail their material choices and suitability of the given materials DT3.5 know how to choose the right equipment and materials (including textiles, construction materials and/or ingredients) DT3.6 know how to select the most appropriate technique for shaping and joining and justify their choices DT3.7 know how to work accurately to measure, make cuts and make holes DT3.12 know how to strengthen a product to stiffen, reinforce or create flexibility within a structure DT3.13 know how to create a product with a simple mechanism justifying their choices (e.g. gears, pulleys, cams, levers and linkages)	<b>Applies to all units</b>  In each area, an element of design, make and evaluate will be expected as per the design and technology cycle.  <b>Pulleys and Gears - Science</b> <b>Y5 expectations:</b> DT5.2 know how to explain how a product will appeal to a specific audience and how it meets the purpose through creating their own design criteria DT5.3 know how to create annotated 3D drawings of their design on isometric or squared paper DT5.4 know how to make a prototype before making a final version DT5.5 know and use a range of tools and equipment competently and safely DT5.11 know how to apply scientific knowledge to their product design by using pulleys, cams, gears, levers and linkages DT5.9 know how to evaluate appearance and function against the design criteria and existing products or designs <b>Y6 expectations:</b>	<b>Applies to all units</b>  In each area, an element of design, make and evaluate will be expected as per the design and technology cycle.  <b>Linked to computing</b> DT4.12 – know how to use IT where appropriate to add to the quality of product (programme, monitor and control)  DT3.8 know how to choose and justify finishing techniques to improve the appearance of their products using a range of equipment including ICT	<b>Applies to all units</b>  In each area, an element of design, make and evaluate will be expected as per the design and technology cycle.  <b>Design and make</b> <b>Y5 expectations:</b> DT5.4 know how to make a prototype before making a final version DT5.6 know how to carry out finishing techniques to enhance the appearance and function of their product and justify their design choices DT5.8 – to know key events and individuals that have led to existing products DT6.11 know how to use knowledge to improve a made product by stiffening or reinforcing to DT5.10 know to suggest alternative plans using feedback from others; outlining the positive features and draw backs <b>Y6 expectations:</b> DT6.1 know how to justify design choices and planning in terms of audience, purpose and knowledge of how a product is assembled	<b>Applies to all units</b>  In each area, an element of design, make and evaluate will be expected as per the design and technology cycle.  <b>Food – ancient Egypt</b> <b>Y3 expectations:</b> DT3.1 know how to prove that a design is fit for purpose and meets the user’s needs in line with the design criteria (based on disassembly of existing products where appropriate DT3.14 know when food is available for harvesting and understand seasonality DT3.15 know what a balanced diet looks like DT3.16 know how to demonstrate hygienic food preparation DT3.17 know how to weigh out ingredients and follow a given healthy recipe to create a dish DT3.11 know how to improve their finished product in relation to the design criteria <b>Y4 expectations:</b> DT4.1 know how to use ideas from other people and/or existing products when designing (e.g. creating a mood board or disassembling existing products)	<b>Applies to all units</b>  In each area, an element of design, make and evaluate will be expected as per the design and technology cycle.  <b>Food – Chocolate</b> <b>Y5 expectations:</b> DT5.2 know how to explain how a product will appeal to a specific audience and how it meets the purpose through creating their own design criteria DT5.13 know where and how certain foods are processed DT5.14 know how to be both hygienic and safe in the kitchen DT5.15 know how to prepare a healthy meal by selecting the appropriate ingredients in the first place and justifying choices (using appropriate cooking techniques) DT5.7 know how to collect information from investigating existing products and research using ICT where appropriate to inform their own designs <b>Y6 expectations:</b> DT6.2 know how to show that culture and society is considered in plans and design criteria DT6.14 know how to explain how food ingredients should be stored and give reasons DT6.15 know the difference between a savoury and sweet dish and select ingredients accordingly



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	<p>DT3.11 know how to improve their finished product in relation to the design criteria <b>Y4 expectations:</b> DT4.2 know how to produce a design criteria to inform the designing and making process DT4.3 know how to communicate ideas through annotated sketches that show different viewpoints of the product DT4.4 know which tools to use for a particular task and show knowledge of handling the tool DT4.6 know how to mark, measure, cut and join accurately DT4.10 know how to evaluate and suggest improvements for their own designs</p>	<p>DT6.2 know how to show that culture and society is considered in plans and design criteria DT6.3 know how to draw detailed 3D designs using exploded diagrams or cross-sectional drawing to display finer details (where appropriate converting these designs into templates/patterns) DT6.4 know which tool to use for a specific practical task DT6.9 know how to evaluate their own and others' finished product against the design criteria and existing products or designs</p> <p><b>Sewing – Make do and mend</b> <b>DT6.7</b> know how to pin, sew and stitch materials together to create a product</p>		<p>DT6.11 know how to use knowledge to improve a made product by strengthening, stiffening or reinforcing DT6.5 know how to use any tool correctly and safely DT6.6 know why a specific tool is best for a specific action DT6.8 – know how key events and individuals have shaped the products that exist today DT6.10 know how to test and evaluate their own prototype on a specified audience (where possible) and use feedback on final product</p>	<p>DT4.14 know safe practices in the kitchen and can identify hazards (e.g. hazards when using an oven) DT4.15 know how to weigh and measure accurately (timings, dry ingredients and liquids) to create a dish DT4.10 know how to evaluate and suggest improvements for their own designs</p>	
<b>Geography</b>	<p><b>European country - compare with UK</b> <b>G3.1</b> know the names and locate some countries in Europe (including Russia) <b>G3.2</b> know about the environmental regions of a European country <b>G3.3</b> know the key physical and human characteristics of a European country and its cities <b>G3.4</b> know geographical similarities and differences between living in the UK and a European country. <b>G3.7</b> use maps to locate European countries and major cities</p>	<p><b>G5.3</b> know the names and locate a number of world countries. <b>G6.8</b> know how to use maps and atlases and digital computer mapping to locate countries</p>	<p><b>Natural disasters – volcanoes and earthquakes</b> <b>G3.5</b> know the key physical features and parts of a volcano <b>G3.6</b> know what causes an earthquake <b>G4.10</b> know some symbols and keys on an Ordnance Survey map for the UK <b>G4.11</b> know how to use a 4-figure grid references. <b>G3.8</b> know and name the eight points of a compass G3.9 know how to create simple bar charts and tables to record and present geographical data G3.10 know how to answer questions using sources of evidence and information presented in graphs, charts and tables (P), drawing conclusions about the findings G4.13 know how to use satellite images to identify human and physical features changing over time G4.14 know how to use a range of methods to present data (e.g. sketch maps, plans, graphs and IT) G4.15 know how to observe, measure and record data on human and physical features in the local area.</p>	<p><b>G5.2</b> know and locate the Tropics of Cancer and Capricorn. <b>G5.4</b> know the names of some North and South American countries. <b>G5.5</b> know key similarities and differences between living in the UK and in a country in either North or South America. <b>G5.6</b> know the key physical features of climate zones <b>G5.7</b> know the causes and impact of climate change <b>G5.8</b> know what is meant by biomes and what are the features of a specific biome (e.g. rainforests, grasslands, aquatic, forest, tundra, desert) <b>G5.9</b> know the key physical aspects of vegetation belts G5.13 know how to compare maps to aerial photographs and satellite images G5.14 know how to use graphs to record features such as temperature or rainfall across the world. G5.15 know how to interpret data collected and make comparisons and judgements G6.9 know how to use qualitative and quantitative methods of data collection to support a geographical enquiry</p>		<p>G6.7 know how to use six-figure grid references</p>
<b>History</b>	<p><b>Ancient Greece</b> <b>H3.3</b> know some of the main characteristics of Greek life (e.g. culture and mythology in Sparta and Athens) <b>H3.4</b> know about the achievements and therefore influence on western world (e.g. education, language, architecture, government and the Olympic games)</p> <p><b>In History</b> H4.8 know and understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past</p>	<p><b>Britain since 1066 – WW2</b> <b>H6.1</b> know how to place historical events and people from the past societies and periods in a chronological framework <b>H6.2</b> know about an aspect or theme in British history which extends beyond 1066 and explain why this was important in relation to British history (e.g. the changing power of monarchs, changes in an aspect of social history and a significant turning point in British history such as the Battle of Britain)</p> <p><b>In History:</b> H5.7 know and compare a range of historically significant people and events from across</p>			<p><b>Ancient Egypt</b> <b>H4.5</b> know an overview of when and where the first civilisations appeared including their achievements: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China <b>H4.6</b> know in depth about one of the following: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty of Ancient China.</p> <p><b>In History</b> <b>H4.7</b> know how to ask questions about artefacts / sources of information to question the validity and reliability of these</p>	<p><b>Ancient civilisation – Mayans</b> <b>H6.3</b> know about a non-European society: the Mayan civilization c. AD 900; the early Islamic civilization, including a study of Baghdad c. AD 900; or the Benin (West Africa) c. AD 900-1300 <b>H6.4</b> know how that society provides contrast with British history</p> <p><b>In History</b> H6.8 know how to devise and ask questions about the past, suggesting where answers might be found, considering a range of sources H6.10 know how to link sources and evaluate how conclusions have been made</p>



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	<p>H3.10 know what B.C. means and that it can also be referred to as B.C.E. H3.11 know how to plot events on a timeline accurately using B.C. / B.C.E. H3.12 know that aspects of the past influence the western world today (e.g. Olympics, democracy etc.) 3.14 know and identify examples of how life was similar in the past compared to modern day or another period studied H3.15 know and identify things that have changed and stayed nearly the same between different periods of time H3.16 know and understand that historical events have consequences that sometimes last long after the event is over. H4.20 know and explain how life was similar and different throughout the past by giving varied examples across different periods of history H4.21 know, understand and describe in some detail the main changes to an aspect within a period in history (e.g. democracy, empire, society, technology, religion)</p>	<p>different periods of history and explain why they were significant H6.5 know and explain that historical significance is often a personal decision that people make which means that not everyone agrees on who or what is significant H6.8 know how to devise and ask questions about the past, suggesting where answers might be found, considering a range of sources H6.9 know how to offer some reasons for different versions of events explaining which is most accurate and why H6.11 know how to timeline the changes in British history beyond 1066 H6.12 know and represent the changing state of Britain beyond 1066 H6.15 know and understand that there are times in history when change happens suddenly and describe the impact of this H6.16 know and understand that the consequences of one historical event can sometimes become the causes of another</p> <p><b>Historical figure – Anne Frank</b></p>			<p>H4.8 know and understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past H4.10 know how to learn more about a historical period through comparing both primary and secondary sources of information considering the positive and negatives H4.11 know how to begin evaluating the usefulness of different sources of information H4.17 know and chart some of the key periods within ancient civilisations and note the differences between them H4.18 know and make links between two overlapping periods of history, such as between The Egyptians and The Romans H4.19 know the duration of different civilisations and represent this on a timeline</p>	<p>H5.14 know and compare how life was similar and different for varied groups of people in the same/different periods of time</p>
<b>Languages</b>	<p><b>Language Angels</b> - Phonetics 2 &amp; Classroom Commands &amp; Salutations (C) - Musical Instruments (E)</p> <p><b>Speaking and listening</b> MFL3.1 – know some words to name people, places and objects MFL4.1 – Know some words to describe people, places and objects MFL 3.2 – Know and understand simple words MFL 3.3 – Know how to give a response using a short phrase including replying to questions. MFL4.3 – Know an increasing range of vocabulary MFL4.7 – know how to speak using a full sentence <b>Reading</b> MFL3.6 – know how to read and show understanding of simple, TL words. MFL4.10 – know how to read and understand a short passage using familiar language MFL4.12 – know how to use a bilingual dictionary or glossary to look up new words and their meaning. <b>Writing</b> MFL3.9 – know how to write a simple sentence in TL using a writing frame or similar writing scaffold. MFL3.10 – know and use the most common phonetic sounds and letter strings in the TL MFL 3.11 – know that TL letters can sound different to English and there may be silent letters MFL4.14 – know how to write 2-3 short sentences on a familiar topic <b>Knowledge about languages</b> MFL4.16 – Know, use and identify common phonetic strings in the TL</p>	<p><b>Language Angels</b> World War II The Weekend</p> <p><b>Speaking and listening</b> MFL5.2 – know how to hold a simple conversation with at least 3 exchanges MFL5.3 – Know how to ask and answer more complex, familiar questions. MFL6.1 – Know how to present ideas and information orally using the increasing range of vocabulary <b>Reading</b> MFL6.3 – Know how to read aloud with confidence with accurate pronunciation and intonation MFL6.4 – Know how to identify the main points in a short story or factual text and explain them MFL6.5 – Know how to use the context to work out unfamiliar words <b>Writing</b> MFL6.7 – know how to write a paragraph of 4-6 sentences MFL6.8 – Know how to write more complex sentences to describe people, places and objects <b>Knowledge about Languages</b> MFL6.9 – Know how to use knowledge of phonics to read aloud more complex familiar sentences MFL6.10 - know and use knowledge of grammar and phonics to speak correctly and confidently in TL using correct pronunciation and intonation <b>Knowledge of Different Cultures</b> MFL5.16 – Know aspects of everyday lives from the perspective of someone from the selected country</p>	<p><b>Language Angels</b> - Vegetables (E) - Shapes (E)</p> <p><b>Speaking and listening</b> MFL 3.2 – Know and understand simple words (e.g. colours and numbers) MFL4.1 – Know some words to describe people, places and objects MFL4.3 – Know an increasing range of vocabulary MFL4.4 – know how to identify key vocabulary through listening to stories, songs and poems MFL4.7 – know how to speak using a full sentence MFL4.8 – know how to sing a song from memory related to the vocabulary being related <b>Reading</b> MFL3.6 – know how to read and show understanding of simple, TL words. MFL3.8 – know how to use a bilingual dictionary or glossary to look up new words. MFL4.9 – Know how to read a passage independently with accurate pronunciation and intonation MFL4.12 – know how to use a bilingual dictionary or glossary to look up new words and their meaning <b>Writing</b> MFL3.13 – know some simple grammatical differences in TL – e.g. 2 groups of gender nouns MFL4.13 – know how to write phrases from memory MFL4.14 – know how to write 2-3 short sentences on a familiar topic <b>Knowledge about languages</b></p>	<p><b>Language Angels</b> Habitats Olympics</p> <p><b>Speaking and listening</b> MFL5.3 – Know how to ask and answer more complex, familiar questions. MFL6.1 – Know how to present ideas and information orally using the increasing range of vocabulary MFL6.2 – Know how to hold a simple conversation with an increasing number of exchanges <b>Reading</b> MFL6.3 – Know how to read aloud with confidence with accurate pronunciation and intonation MFL6.4 – Know how to identify the main points in a short story or factual text and explain them MFL6.5 – Know how to use the context to work out unfamiliar words <b>Writing</b> MFL6.7 – know how to write a paragraph of 4-6 sentences MFL6.8 – Know how to write more complex sentences to describe people, places and objects <b>Knowledge about Languages</b> MFL6.10 - know and use knowledge of grammar and phonics to speak correctly and confidently in TL using correct pronunciation and intonation MFL6.11 - know how to manipulate language independently when writing sentences, using familiar grammatical and punctuation rules in TL (using a bilingual dictionary if needed)</p>	<p><b>Language Angels</b> - Do you have a pet (I) - Classroom (I)</p> <p><b>Speaking and listening</b> MFL3.1 – know some words to name people, places and objects MFL 3.2 – Know and understand simple words (e.g. colours and numbers) MFL4.1 – Know some words to describe people, places and objects MFL4.3 – know an increasing range of vocabulary MFL4.4 – know how to identify key vocabulary through listening to stories, songs and poems MFL4.5 – know how to have a short conversation, saying 3 to 4 things. MFL4.6 – know how to ask and answer several simple and familiar questions with correct intonation MFL4.7 – know how to speak using a full sentence <b>Reading</b> MFL4.9 – know how to read a passage independently with increasingly accurate pronunciation and intonation MFL4.10 – know how to read and understand a short passage using familiar language. MFL4.11 – know how to identify the main points in a short passage and explain them. <b>Writing</b> MFL3.13 – know some simple grammatical differences in TL – e.g. 2 groups of gender nouns MFL4.13 – Know how to write phrases from memory MFL4.14 – Know how to write 2-3 short sentences on a familiar topic</p>	<p><b>Language Angels</b> Phonetics 4 &amp; At School (P) Goldilocks and the three bears</p> <p><b>Speaking and listening</b> MFL5.3 – Know how to ask and answer more complex, familiar questions. MFL6.1 – Know how to present ideas and information orally using the increasing range of vocabulary <b>Reading</b> MFL5.8 – Know how to use the context to work out unfamiliar words. MFL5.9 – Know how to use a bilingual dictionary to find the meaning of unknown words and change them in a sentence to make them grammatically correct in context MFL6.6 – Know how to confidently use a bilingual dictionary to find the meaning of unknown words and change them in a sentence to make them grammatically correct in context <b>Writing</b> MFL6.8 – Know how to write more complex sentences to describe people, places and objectss <b>Knowledge about Languages</b> MFL6.9 – Know how to use knowledge of phonics to read aloud more complex familiar sentences MFL6.10 - know and use knowledge of grammar and phonics to speak correctly and confidently in TL using correct pronunciation and intonation</p>





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	<b>Knowledge of different cultures</b> MFL3.14 – know and understand some basic cultural similarities between home and selected country/ies MFL4.20 – know about the weather patterns of the selected country		MFL4.16 – Know, use and identify common phonetic strings in the TL MFL4.18 know, understand and begin to use simple grammatical differences in TL correctly – including gender nouns, making nouns plural, punctuation differences <b>Knowledge of different cultures</b> MFL4.21 – Know about aspects of lifestyle in the selected country, (for example, food or leisure activities)	<b>Knowledge of Different Cultures</b> MFL6.12 – Know about some famous people/events from the country selected	MFL4.15 – Know how to write what they like/dislike about a familiar topic <b>Knowledge about languages</b> MFL4.17 – Know how to confidently say and spell new words in the TL using phonics knowledge MFL4.18 know, understand and begin to use simple grammatical differences in TL correctly – including gender nouns, making nouns plural, punctuation differences (e.g., ¡ and ¿ and accents), sentence structure including position of adjectives and making a sentence negative etc. <b>Knowledge of different cultures</b> MFL4.19 – Know the countries where the TL is spoken MFL4.21 – Know about aspects of lifestyle in the selected country	
<b>Music</b>	<b>Electric drums Class Jam</b>  <u>Listening and appreciating</u> M3.6 know and use musical vocabulary to describe what they like and do not like about a piece of music M4.7 know how to describe, compare and evaluate music using musical vocabulary M3.7 know and use musical vocabulary to describe a piece of music M3.8 know how to listen with increasing accuracy identifying the interrelated dimensions in a piece of music (for example: pitch, dynamics, tempo) M4.8 know and explain why silence is often needed in music and explain what effect it has M3.9 know how to explore different interpretations of music such as dance, art, creation of own music response M4.9 know and describe the different purposes of music and how this links to our world and its communities  <u>Composing</u> M3.10 know how to combine different sounds to create a specific mood or feeling with increasing awareness of the interrelated musical dimensions M3.11 know the effect the interrelated musical dimensions have (e.g., pitch, duration, dynamics, tempo, timbre, texture and structure) M4.10 know how to use notation to record compositions in a small group or individually	<b>Electric drums Class Jam</b>  <u>Listening and appreciating</u> M5.5 know and justify why they think music is successful or unsuccessful using their knowledge of the inter-related dimensions of music M6.4 know how to accurately describe a small section of the music listened to and explain how this impacts on the overall piece M5.6 know how to repeat and respond to a phrase from the music after listening intently M6.5 know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created  <u>Composing</u> M5.7 know how to compose music which meets specific criteria, including using composing software where appropriate (e.g. Garage Band M5.8 know which interrelated musical dimensions affect the overall composition and make decisions accordingly M6.6 know and use a variety of different musical devices in composition including melody, rhythms and chords, with increasing accuracy, making deliberate choices for a desired impact	<b>Music theory keyboards Keyboards</b>  <u>Playing an instrument and performing</u> M3.3 know how to explore the interrelated dimensions of music and their impact on a performance M4.4 know how to play with an increasing awareness of pitch and quality of sound on different instruments M3.4 know how to perform repeated patterns with different instruments including body percussion M3.5 know how to use / read simple notation such as a graphic score or staff notation to perform a part M4.5 know how to use instruments to interpret musical patterns and structures of music which use different notations M4.6 know how to reproduce sounds from memory  <u>Composing</u> M3.10 know how to combine different sounds to create a specific mood or feeling with increasing awareness of the interrelated musical dimensions M3.11 know the effect the interrelated musical dimensions have (e.g., pitch, duration, dynamics, tempo, timbre, texture and structure) M4.10 know how to use notation to record compositions in a small group or individually  <u>History of music</u> M3.14 know and recognise that music from different times has different features	<b>Music theory keyboards Keyboards</b>  <u>Playing an instrument and performing</u> M5.3 know how to improve quality of playing with increasing awareness of technique and the interrelated dimensions of music, including the use of recording devices to review M6.2 know how to play instruments with increasing fluency and control M5.4 know how to use / read an increasing range of staff notation to perform increasingly complex parts M6.3 know how to play in ensembles or solo context with awareness of features of different pieces of music and how to adjust their playing accordingly  <u>Composing</u> M5.7 know how to compose music which meets specific criteria, including using composing software where appropriate (e.g. Garage Band M5.8 know which interrelated musical dimensions affect the overall composition and make decisions accordingly M6.6 know and use a variety of different musical devices in composition including melody, rhythms and chords, with increasing accuracy, making deliberate choices for a desired impact	<b>Singing Song writing with glockenspiels</b>  <u>Singing and performing</u> M3.1 know how to sing with increasing awareness of pitch and the interrelated musical dimensions (including pulse, pitch, tempo and dynamics) M4.1 know how to sing songs with an increased understanding of the overall effect that the interrelated musical elements can have M3.2 know how to explore songs with different structures- ostinatos/rounds/call and response M4.2 know how to sing songs with different structures from a range of genres, including songs from memory M4.3 know how to perform musical melodies using the voice, from memory  <u>Song writing</u> M3.10 know how to combine different sounds to create a specific mood or feeling with increasing awareness of the interrelated musical dimensions M3.11 know the effect the interrelated musical dimensions have (e.g., pitch, duration, dynamics, tempo, timbre, texture and structure) M3.12 know how to record their work graphically M4.10 know how to use notation to record compositions in a small group or individually	<b>Singing Song writing with glockenspiels</b>  <u>Singing and performing</u> M5.3 know how to improve quality of playing with increasing awareness of technique and the interrelated dimensions of music, including the use of recording devices to review M6.2 know how to play instruments with increasing fluency and control M5.4 know how to use / read an increasing range of staff notation to perform increasingly complex parts M6.3 know how to play in ensembles or solo context with awareness of features of different pieces of music and how to adjust their playing accordingly  <u>Song writing</u> M5.7 know how to compose music which meets specific criteria, including using composing software where appropriate (e.g. Garage Band M5.8 know which interrelated musical dimensions affect the overall composition and make decisions accordingly M6.6 know and use a variety of different musical devices in composition including melody, rhythms and chords, with increasing accuracy, making deliberate choices for a desired impact
<b>PE</b>	<b>KKPDs that run throughout – understanding</b> PE3.21 know how to identify how their body has changed as a result of exercise PE4.20 know how to discuss the benefits of keeping active  <b>Dodgeball</b>	<b>KKPDs that run throughout – understanding</b> PE5.21 know how to tell others how they look after themselves based around sport and physical activity PE6.19 know the importance of being active PE6.20 know how to talk about how to stay active in and out of school	<b>KKPDs that run throughout – understanding</b> PE3.21 know how to identify how their body has changed as a result of exercise PE4.20 know how to discuss the benefits of keeping active  <b>Gymnastics</b>	<b>KKPDs that run throughout – understanding</b> PE5.21 know how to tell others how they look after themselves based around sport and physical activity PE6.19 know the importance of being active PE6.20 know how to talk about how to stay active in and out of school	<b>KKPDs that run throughout – understanding</b> PE3.21 know how to identify how their body has changed as a result of exercise PE4.20 know how to discuss the benefits of keeping active  <b>Rounders</b>	<b>KKPDs that run throughout – understanding</b> PE5.21 know how to tell others how they look after themselves based around sport and physical activity PE6.19 know the importance of being active PE6.20 know how to talk about how to stay active in and out of school  <b>Athletics (and sports day)</b>



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	<p>PE3.4 know how to be aware of space and use it to support team-mates and to cause problems for the opposition</p> <p>PE3.5 know how to use rules fairly</p> <p>PE3.6 know how to apply basic rules</p> <p>PE3.7 know how to begin to use suitable techniques</p> <p>PE4.4 know how to throw and catch accurately</p> <p>PE4.7 know how to work as a team to compete against the opposition</p> <p>PE3.19 know how to recognise own improvement in invasion games</p> <p>PE4.18 know how to listen to the ideas of others</p> <p>PE4.19 know how to work as team to develop others both in terms of performance and attitude</p> <p><b>Dance</b></p> <p>PE3.11 know how to share and create phrases with a partner and small group</p> <p>PE3.12 know how to remember and repeat a range of movement patterns</p> <p>PE3.13 know how to improvise freely and translate ideas from a stimulus into movement</p> <p>PE4.11 know how to use a theme as a stimulus to create ideas</p> <p>PE4.12 know how to use dance to communicate an idea</p> <p>PE4.13 know how to take the lead when working with a partner or group</p>	<p><b>Dance</b></p> <p>PE5.11 know how to dance showing clarity, fluency, accuracy and consistency</p> <p>PE5.12 know how to compose own dances in a creative way</p> <p>PE5.13 know how to perform dance to an accompaniment</p> <p>PE6.11 know how to develop sequences in a specific style</p> <p>PE6.12 know how to choose own music and style</p> <p>PE5.19 know how to recognise the successful elements of their own performance and why it was better, or not as good as, their last</p> <p>PE5.20 know how to articulate to others something a partner has done well and also something that can be improved both in terms of performance and attitude</p> <p><b>Gymnastics</b></p> <p>PE5.1 know how to make complex extended sequences</p> <p>PE5.2 know how to combine action, balance and shape</p> <p>PE5.3 know how to perform a routine consistently to different audiences</p> <p>PE5.4 know how to offer constructive feedback to help others improve</p> <p>PE6.1 know how to sequence to specific timings</p> <p>PE6.2 know how to adapt a sequence and teach others key gymnastic movements</p> <p>PE6.3 know how to combine own work with that of others to produce a routine</p> <p>PE5.19 know how to recognise the successful elements of their own performance and why it was better, or not as good as, their last</p> <p>(</p>	<p>PE3.1 know how to adapt sequences to suit different types of apparatus and criteria</p> <p>PE3.2 know how strength and suppleness/flexibility affect performance</p> <p>PE3.3 know how to work collaboratively to produce a routine</p> <p>PE4.1 know how to include a change of height and direction in a sequence</p> <p>PE4.2 know how to move in a controlled and challenging way</p> <p>PE4.3 know how to work with a partner to create, repeat and improve a sequence with at least three phases</p> <p>PE3.18 know how to compare and contrast gymnastic sequences</p> <p>PE4.17 know how to provide support and advice to others in gymnastics and dance (Use different apparatus, move in a control way)</p> <p><b>Football</b></p> <p>PE3.4 know how to be aware of space and use it to support team-mates and to cause problems for the opposition</p> <p>PE3.5 know how to use rules fairly</p> <p>PE3.6 know how to apply basic rules</p> <p>PE4.6 know how to vary tactics and adapt skills depending on what is happening in a game</p> <p>PE4.7 know how to work as a team to compete against the opposition</p> <p>PE4.4 know how to throw and catch accurately</p> <p>PE3.19 know how to recognise own improvement in invasion games</p> <p>PE4.18 know how to listen to the ideas of others</p> <p>PE4.19 know how to work as team to develop others both in terms of performance and attitude</p> <p><b>Swimming</b></p> <p>PE3.22 know how to swim competently and confidently to 25 metres</p> <p>PE4.21 know how to swim competently, confidently and proficiently to 25 metres</p> <p>PE3.23 know how to begin to use a range of strokes effectively such as front crawl, backstroke and breaststroke</p> <p>PE4.22 know how to use a range of strokes effectively such as front crawl, backstroke and breaststroke</p> <p>PE3.24 know and demonstrate how to stay safe in the water</p> <p>PE4.23 know, and demonstrate the importance of staying safe in the water</p> <p><b>Orienteering – Y3 same week as Y4 residential</b></p> <p>PE3.14 know how to follow a map in a familiar context, individually and within a team</p> <p>PE3.16 know how to follow a route safely</p> <p><b>Outdoor and adventurous – done through Y4 residential</b></p> <p>PE4.14 know how to follow a map in a (more demanding) familiar context, individually and within a team</p> <p>PE3.15 know how to use clues to follow a route</p> <p>PE4.15 know how to follow a route within a time limit</p>	<p><b>Orienteering</b></p> <p>PE5.14 know how to follow a map into an unknown location, individually and within a team</p> <p>PE6.13 know how to plan a route and a series of clues for someone else, individually and within a team</p> <p>PE5.15 know how to use clues and a compass to navigate a route</p> <p>PE5.16 know how to use new information to change route</p> <p>PE5.17 know how to change route to overcome a problem</p> <p>PE5.18 know how to explain to others how their map is providing help</p> <p>PE6.15 know how to apply a strategy, work efficiently and effectively with the help of a map</p> <p><b>Badminton</b></p> <p>PE5.5 know how to strike a ball, using a varied piece of equipment, into a space</p> <p>PE6.6 know how to show competency in a range of sports</p> <p>PE6.16 know which sports they are good at and find out how to improve further</p> <p>PE6.17 know how to identify activities to help improve performance</p> <p>PE6.18 know how to modify and adapt games with their own ideas and teach this to others</p>	<p>PE3.4 know how to be aware of space and use it to support team-mates and to cause problems for the opposition</p> <p>PE3.5 know how to use rules fairly</p> <p>PE3.6 know how to apply basic rules</p> <p>PE3.7 know how to begin to use suitable techniques</p> <p>PE4.4 know how to throw and catch accurately</p> <p>PE4.5 know how to hit a ball accurately with control</p> <p>PE4.7 know how to work as a team to compete against the opposition</p> <p>PE4.19 know how to work as team to develop others both in terms of performance and attitude</p> <p><b>Athletics (and sports day)</b></p> <p>PE3.8 know how to run at fast, medium and slow speeds; changing speed and direction</p> <p>PE3.9 know how to take part in a relay, remembering when to run and what to do</p> <p>PE3.10 know how to identify different ways to jump linked to athletics</p> <p>PE4.8 know how to spring over a short distance and show stamina when running over a long distance</p> <p>PE4.9 know how to jump in different ways, taking off on one foot and 2 feet and landing with control</p> <p>PE4.10 know how to throw in different ways using different objects</p> <p>PE3.20 know how to evaluate own performance in terms of improving from not winning and then recognising own success both in terms of performance and attitude</p>	<p>PE5.9 know how to breakdown the technique of different jumping events, develop each area to provide an overall improvement</p> <p>PE5.10 know how to throw with increasing distance</p> <p>PE6.8 know how to demonstrate stamina and increase strength</p> <p>PE6.9 know how to identify the attributes required for various events and be able to improve in different physical activities and sports</p> <p>PE6.10 know how to measure and record results, link to personal best and aiming to improve</p> <p>PE5.19 know how to recognise the successful elements of their own performance and why it was better, or not as good as, their last</p> <p><b>Cricket</b></p> <p>PE5.5 know how to strike a ball, using a varied piece of equipment, into a space</p> <p>PE6.4 know how to work as a team and communicate a plan</p> <p>PE6.5 know how to agree and explain rules to others</p> <p>PE6.6 know how to show competency in a range of sports</p> <p>PE6.7 know how to lead others in a game situation when the need arises</p> <p><b>Outdoor and adventurous – done through Y6 residential</b></p> <p>PE6.13 know how to plan a route and a series of clues for someone else, individually and within a team</p> <p>PE6.14 know how to plan with others, taking account of safety and danger</p> <p>PE6.15 know how to apply a strategy, work efficiently and effectively with the help of a map</p>
<b>PSHE</b>	<p><u>Families and Close Positive Relationships</u></p> <p>PSHE4.12 to know people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p>	<p><u>Families and Close Positive Relationships</u></p> <p>PSHE6.14 know other shared characteristics of healthy family life, including commitment, care, spending time</p>	<p><u>Shared Responsibilities</u></p> <p>PSHE4.20 know there are human rights which are there to protect everyone</p> <p><u>Communities</u></p>	<p><u>Shared Responsibilities</u></p> <p>PSHE6.23 know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the</p>	<p><u>Healthy Lifestyles</u></p> <p>PSHE4.1 know about choices that support a healthy lifestyle, and recognise what might influence these</p>	<p><u>Healthy Lifestyles</u></p> <p>PSHE6.1 to know how and when to seek support, including which safe adults to speak to in and outside school if they are worried about their health</p>





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	<p>PSHE4.13 know that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p><u>Friendships</u> PSHE4.14 know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them PSHE4.15 know strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p><u>Managing Hurtful Behaviour and Bullying</u> PSHE3.19 know about the impact of bullying both online and offline, and the consequences of hurtful behaviour</p> <p><u>Safe Relationships</u> PSHE4.16 know about seeking and giving permission (consent) in different situations PSHE4.17 know different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact PSHE4.18 know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p><u>Respecting Self and Others</u> PSHE4.19 know that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>together; being there for each other in times of difficult PSHE6.15 know if family relationships make them feel unhappy or unsafe and how to seek advice</p> <p><u>Friendships</u> PSHE6.16 to know how friendships can change over time about making new friends and the benefits of having different types of friends PSHE6.17 know that if a friendship (online or offline) makes them feel unsafe, how to ask for support if necessary</p> <p><u>Managing Hurtful Behaviour and Bullying</u> PSHE6.18 know about discrimination, what it means and how to challenge it</p> <p><u>Safe Relationships</u> PSHE6.19 know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk PSHE6.20 know where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><u>Respecting Self and Others</u> PSHE6.21 know about respecting the differences and similarities between people and recognising what they have in common with others (e.g. physically, in personality or background) PSHE6.22 know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>PSHE4.21 know the different contributions that people and groups make to the community</p> <p><u>Media Literacy &amp; Digital Resilience</u> PSHE4.22 know about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>PSHE4.23 know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p><u>Economic Wellbeing: Money</u> PSHE4.24 know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>PSHE4.25 know that people make spending decisions based on priorities, needs</p> <p><u>Economic Wellbeing: Aspirations, Work and Career</u> PSHE4.26 know about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>PSHE4.27 know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</p>	<p>environment (e.g. reducing, reusing, recycling; food choices)</p> <p><u>Communities</u> PSHE6.24 know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes PSHE6.25 know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p><u>Media Literacy &amp; Digital Resilience</u> PSHE6.26 know how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p><u>Economic Wellbeing: Money</u> PSHE6.27 know about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations PSHE6.28 know the ways that money can impact on people's feelings and emotions</p> <p><u>Economic Wellbeing: Aspirations, Work and Career</u> PSHE6.29 know the kind of job that they might like to do when they are older PSHE6.30 know a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>PSHE4.2 know how to recognise that habits can have both positive and negative effects on a healthy lifestyle PSHE4.3 know about what good physical health means; how to recognise early signs of physical illness</p> <p><u>Mental Health</u> PSHE4.4 know that feelings can change over time in range and intensity PSHE4.5 know strategies and behaviours to support mental health - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p><u>Ourselves, Growing and Changing</u> PSHE4.6 know their personal strengths, skills, achievements and interests and how these contribute to a sense-worth PSHE4.7 know the external genitalia and internal reproductive organs in males and females and how puberty relates to human reproduction PSHE4.8 know about physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p><u>Keeping Safe</u> PSHE4.9 know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe PSHE4.10 know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p><u>Drugs, Alcohol and Tobacco</u> PSHE4.11 know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p>	<p>PSHE6.2 know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) PSHE6.3 know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer PSHE6.4 know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p><u>Mental Health</u> PSHE6.5 know problem-solving strategies for dealing with emotions, challenges and change, including transition to new school PSHE6.6 know the warning signs about mental health and wellbeing and how to seek support for themselves and others PSHE6.7 know about change and loss including death and how they can express and manage grief and bereavement <u>Ourselves, Growing and Changing</u> PSHE6.8 know about strategies to manage transitions between classes and key stages PSHE6.9 know about the new opportunities and responsibilities that increasing independence may bring PSHE6.10 know about the process of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for PSHE6.11 know where to get more information, help and advice about growing, changing, especially about puberty</p> <p><u>Keeping Safe</u> PSHE6.12 know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p><u>Drugs, Alcohol and Tobacco</u> PSHE6.13 know about the organisations that can support people concerning alcohol, tobacco, nicotine or other drug use; people they can talk to if they have concerns</p>
<b>RSE</b>	•	•	•	•	<ul style="list-style-type: none"> <li>Sex and Relationships Education: Y3 – male and female bodies</li> <li>Y4 – puberty</li> </ul>	<ul style="list-style-type: none"> <li>Sex and relationships education: Year 5 – puberty and reproductive organs</li> <li>Year 6 – puberty and reproduction</li> </ul>
<b>British values SMSC</b>	Remembrance Anti-bullying week Democracy and rule of law Show Racism the Red Card	Remembrance Anti-bullying week Show Racism the Red Card	Safer Internet Week	Safer Internet Week		
<b>RE  SACRE</b>	<p>4.4 How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?</p> <p><b>RE4.4</b> know how Hindu families practise their faith and compare this to other belief studied</p>	<p>6.1 Teachings, wisdom and authority: What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?</p>	<p>4.3 Spiritual expression: Christianity, music and worship: what can we learn?</p> <p><b>RE4.1</b> know what we can learn from Christianity: music and worship</p>	<p>5.2 Religion and the individual: What is expected of a person in following a religion or belief?</p> <p><b>RE5.2</b> know what is expected of a person following a religion or belief and make comparisons across religions including Christianity</p>	<p>4.1 The journey of life and death: Why do some people think life is like a journey? Where do we go? What do different people think about life after death?</p> <p><b>RE4.5a</b> know why some people think life is like a journey</p>	<p>5.4 Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</p> <p><b>RE5.3</b> know how religious and spiritual beliefs are expressed in arts, architecture, charity and generosity and identifying how these have an impact locally, nationally and globally</p>



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	<p><b>RE4.2</b> know what are the deeper meanings of some Hindu festivals</p>	<p><b>RE6.1</b> know what sacred texts and other sources say about God, the world and human life and reflect on what they mean to them in relation to their own lives and beliefs</p> <p><b>Year 6 6.4 Beliefs in action in the world: What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?</b></p> <p><b>RE6.4b</b> know what we can learn from people who resist discrimination and persecution and how it impacts our own life values and choices</p> <p><b>RE 6.5</b> know how to question world views and beliefs sensitively, respecting different viewpoints</p>	<p><b>4.2 Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages?</b></p> <p><b>RE4.3</b> know how people express their religious and spiritual ideas on pilgrimage connecting this knowledge to non-religious spiritual journeys</p>		<p><b>RE4.5b</b> know what different people think about life after death demonstrating tolerance and respect for views and beliefs, other than their own</p> <p><b>RE 4.6</b> know how to ask questions that have no agreed answers, respecting the views of others who answer differently</p>	
<b>Science Working Scientifically</b>	<p><b>Scientific vocabulary applies to all units of work</b>  <b>WS3.3</b> know how to read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge at Year 3,  <b>WS4.3</b> know how to read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge at Year 4</p>	<p><b>Scientific vocabulary applies to all units of work</b>  <b>WS5.2</b> know how to read, spell and pronounce scientific vocabulary correctly at Year 5  <b>WS6.2</b> know how to read, spell and pronounce scientific vocabulary correctly at Year 6</p>	<p><b>Scientific vocabulary applies to all units of work</b>  <b>WS3.3</b> know how to read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge at Year 3,  <b>WS4.3</b> know how to read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge at Year 4</p>	<p><b>Scientific vocabulary applies to all units of work</b>  <b>WS5.2</b> know how to read, spell and pronounce scientific vocabulary correctly at Year 5  <b>WS6.2</b> know how to read, spell and pronounce scientific vocabulary correctly at Year 6</p>	<p><b>Scientific vocabulary applies to all units of work</b>  <b>WS3.3</b> know how to read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge at Year 3,  <b>WS4.3</b> know how to read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge at Year 4</p>	<p><b>Scientific vocabulary applies to all units of work</b>  <b>WS5.2</b> know how to read, spell and pronounce scientific vocabulary correctly at Year 5  <b>WS6.2</b> know how to read, spell and pronounce scientific vocabulary correctly at Year 6</p>
	<p>Light  <b>WS4.2</b> know how to decide independently which types of scientific enquiry are likely to be the best ways of answering questions</p> <p>Sound  <b>WS3.5</b> know how to set up simple practical enquiries, comparative and fair tests with others  <b>WS4.5</b> know how to set up simple practical enquiries, comparative and fair tests independently</p>	<p>Light  <b>WS5.6</b> know how to report and present findings from enquiries, including conclusions and causal relationships, in oral and written forms such as displays and other presentations  <b>WS6.6</b> know how to report and present findings from enquiries, including conclusions and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p><b>WS5.11</b> use standard units appropriate for Year 5</p> <p><b>WS6.8</b> use standard units appropriate for Year 6</p> <p>Forces  <b>WS5.4</b> know how to take measurements, using a range of scientific equipment safely, with increasing accuracy and precision, taking repeat readings where appropriate  <b>WS6.4</b> know how to take measurements, using a range of scientific equipment safely, with accuracy and precision, taking repeat readings where appropriate</p>	<p>Living things  <b>WS3.12</b> know how to identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Plants  <b>WS3.11</b> know how to record findings using simple scientific language, drawings, labelled diagrams and tables  <b>WS4.10</b> know how to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  <b>WS3.14</b> use standard units appropriate for Year 3,  <b>WS4.12</b> use standard units appropriate for Year 4</p>	<p>All living things and their habitats  <b>WS5.5</b> know how to record data and results of increasing complexity using scientific diagrams and labels, scatter graphs, bar graphs  <b>WS6.5</b> record data and results of increasing complexity using classification keys, tables, line graphs</p>	<p>Animals including Humans  <b>WS3.1</b> know how to draw simple conclusions and use some scientific language to talk about what they have found out  <b>WS4.1</b> know how to draw simple conclusions and use some scientific language to write about what they have found out</p>	<p>Animals, including humans  <b>WS5.1</b> know how to answer scientific questions using different types of scientific enquiry  <b>WS6.1</b> know how to answer scientific questions using different types of scientific enquiry in the most appropriate ways</p> <p><b>WS5.7</b> know how to present data using a variety of scatter graphs and line graphs  <b>WS6.7</b> know how to present data using a variety of graphs</p>
<b>Science</b>	<p><u>Light</u>  <b>SP3.7</b> know that light is needed in order to see and that dark is the absence of light  <b>SP3.8</b> know that light is reflected from surfaces  <b>SP3.9</b> know about the danger of direct sunlight and describe how to keep protected  <b>SP3.10</b> know that shadows are formed when light from a light source is blocked by an opaque object  <b>SP3.11</b> know that the size of shadows change and find patterns</p> <p><u>Sound</u>  <b>SP4.6</b> know how sound is made, associating some of them with something vibrating  <b>SP4.7</b> know that vibrations from sounds travel through a medium to the ear  <b>SP4.8</b> know the patterns between the pitch of a sound and features of the object which produced it</p>	<p><u>Light</u>  <b>SP6.1</b> know that light appears to travel in straight lines and use this to explain: <ul style="list-style-type: none"> <li>that objects are seen because they give out or reflect light into the eye</li> <li>why shadows have the same shape as the object that casts them</li> </ul> <b>SP6.2</b> know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p><u>Forces</u>  <b>SP5.1</b> know that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object  <b>SP5.2</b> know the effects of air resistance, water resistance and friction, that act between moving surfaces  <b>SP5.3</b> know that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect  <b>(LINK WITH D&amp;T)</b></p>	<p><u>All living things and their habitats</u>  <b>SB4.1</b> know that living things can be grouped in a variety of ways  <b>SB4.2</b> know how to use classification keys in order to group, identify and name a variety of living things in their local and wider environment  <b>SB4.3</b> know that environments can change and that this can sometimes pose dangers to living things</p> <p><u>Plants</u>  <b>SB3.3</b> know and describe the function of different parts of flowering plants: roots, stems, trunk, leaves and flowers  <b>SB3.4</b> know the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p>	<p><u>All living things and their habitats</u>  <b>SB5.1</b> know the differences in the life cycles of a mammal, amphibian, insect and bird  <b>SB5.2</b> know the life process of reproduction in some plants and animals  <b>SB6.1</b> know that living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals  <b>SB6.2</b> know how to classify plants and animals based on specific characteristics and give reasons for this</p>	<p><u>Animals, including Humans (Nutrition, Skeletons and Muscles)</u>  <b>SB3.1</b> know that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat  <b>SB3.2</b> know humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p><u>Animals, including humans</u>  <b>SB6.3</b> know and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  <b>SB6.4</b> know the impact of diet, exercise, drugs and lifestyle on the way their bodies function  <b>SB6.5</b> know the ways in which nutrients and water are transported in animals, including humans</p> <p><u>Evolution and inheritance</u>  <b>SB6.6</b> know that living things have changed over time and fossils provide information about living things that inhabited the Earth millions of years ago  <b>SB6.7</b> know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  <b>SB6.8</b> know how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution  <b>SB5.3</b> know the changes as humans develop to old age</p>



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CYCLE 2



	<p><b>SP4.9</b> know the patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p><b>SP4.10</b> know that sounds get fainter as the distance from the sound source increases</p>		<p><b>SB3.5</b> know how water is transported within plants through investigation</p> <p><b>SB3.6</b> know the part that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal</p>			
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