



**Porchester Whole School Curriculum LTP KS2 2021-2022
CYCLE 1**



	Y3/4 Autumn	Y5/6 Autumn	Y3/4 Spring	Y5/6 Spring	Y3/4 Summer	Y5/6 Summer
Enquiry question <i>Opportunity Equality</i>	How far have we come? (Prehistoric Britain - Stone Age, Bronze Age, Iron)	Should we fear the unknown? (Vikings and Anglo-Saxons)	Can we always go with the flow? (Rivers)	Is the World fair? (Development in Geography - Refugees)	How can you stand up for what you believe in? (Romans)	Is change always a good thing? (Local study –Victorians)
Enquiry driver	History	History	Geography	Geography	History	History
Enquiry enhancers	Art, Science, D&T	Geography, Art, D&T	Art, D&T	Art, D&T, PSHE	Geography, Art, D&T	Art, D&T
Discrete subjects	Computing, MFL, Music, PE, RE, PSHE	Computing, MFL, Music, PE, RE, Science, PSHE	Computing, MFL, Music, PE, RE, Science, PSHE, SRE	Computing, MFL, Music, PE, RE, Science	Computing, MFL, Music, PE, RE, Science, PSHE	Computing, MFL, Music, PE, RE, Science, PSHE, SRE
Rationale for enquiry <i>Knowledge Opportunity</i>	Building on the children’s geography learning from Years 1&2 when they learnt about the countries and capital cities of the UK, this enquiry will further develop the children’s understanding of the UK as they study key Stone Age to Iron Age sites such as Skara Brae and Stonehenge. It will provide chronology for their future study of British History. Through studying rocks and soils and In art, the children will look cave paintings and this will ensure they have the understanding of messages in art and this will then be developed throughout their KS2 journey.	Children will continue to build on their knowledge of British History; they will learn about a key period in British history during Anglo-Saxons and Vikings period of time. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance e.g. challenge historical myths of vicious Vikings. Children will understand the lasting influence that the Vikings and Anglo-Saxons had on Britain today e.g. place names.	Having learnt about physical features of cities and villages (in KS1) the children will deepen their understanding of settlements around rivers. Children will consider their rights to natural resources and consider the differences in the access we have to clean water in the UK compared with developing countries – ready for their work in upper school. Children will also develop an awareness of the responsibility they have with regards to looking after the environment e.g. plastic pollution.	The children will be looking at developed and developing nations based on countries they have studied previously (e.g., Europe and South America). The children will use their prior geographical knowledge of climates and human/ physical changes to question why some countries are historically considered as developing. Aspiring to make a change in the world children will learn about the meaning of developing countries, impact on people - refugees, compare global differences/ similarities and look at world trade.	Children will continue to build on their knowledge of British History; they will learn about a key period in British history in the development of the Roman Empire. This enquiry will teach children about the legacy that the Romans left e.g. roads, sanitation, calendars etc. This will link to our school value on rights as the children will look at how communities resisted and rebelled against change from invaders, and we will debate whether it is right to rebel against leaders.	Children will have learnt about British History and will now look at a localised piece of history. This local study will provide the children with a strong sense of community and the impact people have. Children will learn about significant changes throughout the Victorian period, including the industrial revolution, the invention of electricity, introduction of the police force. Children will understand the impact of these in the modern world and in their locality.
Concepts to be developed <i>Knowledge</i>	Chronology	Movement/community	Movement/ Sustainability	Worth	Cause and effect/worth	Chronology / Community
Key content choices (e.g. significant people, events etc) <i>Opportunity Equality</i>	<ul style="list-style-type: none"> Skara Brae Settlements Orkney islands Farming Inventions Conflict Stone Age Art (Panel of Horses, Altamira Bison) Pablo Picasso 	<ul style="list-style-type: none"> Roman withdrawal from Britain Hadrian’s wall Scots invasion from Ireland Anglo Saxon Invasions and settlements Lindisfarne Orkney islands David Oliveira 	<ul style="list-style-type: none"> River Trent Famous World rivers (Amazon River, River Nile) Trade and transport Farming Claude Monet John Constable 	<ul style="list-style-type: none"> Refugees Developed and developing countries Trade Fairtrade Biomes Banksy 	<ul style="list-style-type: none"> Invaders and Settlers. Roman town names ending in –cester and link with Anglo Saxon settlements) Roman Army, weapons and tactics Hadrian’s Wall Boudica Inventions and developments (language, towns, roads) Henry Moore Barbara Hepworth 	<ul style="list-style-type: none"> Victorians monarchy Justice system Nottingham – last public execution in Victorian times William Morris
Hook <i>Opportunity</i>	Circuit of activities inspired by knowledge needed for Stone Age: Activity 1 - Hunter Gathering activity Children take part in a gathering experience as they search for the food needed for their Palaeolithic early man to survive. Activity 2 - Cave painting Transform 1 of the 3 classrooms into a series of caves. Paper wrapped around the tables so children must get under	UpatEm History (Jed) will take part in an enriching fully interactive history and drama/literacy sessions using costume, role-play and investigation.		Invite refugees/migrants to school. Children to prepare interview questions for panel – Why did they come to England? What was their experience of moving to England? Do they miss anything about their home country?	Children to create their own Iron Age tribes which will then be invaded by upper school. Children to reflect on this and think about what it would feel like to be invaded, pros and cons of the Romans taking over, what their response would be. Finish with a debate- should we join the romans, or should we rebel? Link with enquiry question	A day in the life of a Victorian child. Children will experience what life would be like for a child in Victorian England. Child to bring in a penny to represent that education was not free. Children will get the chance to experience writing with chalk, regular hand inspections for cleanliness and common play Victorian games.



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	tables to contribute to the caves – the brief is ‘ tell us what you did over the summer holidays – in pictures over the holidays. Then we can reflect on how far we have come – we can verbally share, use writing, use technology even dictate to machines that write for us.					
Experts and Experiences <i>Opportunity Equality</i>	Up and At ‘Em History will take part in an enriching fully interactive history and drama/literacy sessions using costume, role-play and investigation.	UpatEm History (Jed) (see above) ✓ STEM team? (NG) Carlton Academy History Teachers	Severn Trent Water – assembly/interactive bus experiences.	Nottingham Refugee Forum/Refugee Roots – charity Coop – fairtrade	Rushcliffe Country Park – Roman experience Children to take part in a Roman experience day at the park where they can engage with armour and learn to march and fight like a roman soldier.	Black Country Museum ✓
Curriculum additionality <i>Opportunity Equality</i>	Bike-ability Harvest festival Christmas Performance Fire service reading scheme	Enterprise Week ✓ Harvest Festival ✓ Christmas Carol Concert Y5/6 Uni Visit/Children’s University ✓	Y4 Residential Easter Church visit Road safety talk	Easter Church Visit Natwest Bank Workshop (PSHE) British Science Week	Enterprise Week May Pole dancing - see GR	Police Liaison / Mini Police End of Year Performance PGL residential ✓
Authentic Outcome <i>Knowledge Opportunity Equality</i>	Stone Age Museum to answer enquiry question. (in combination with US) Invite expert to critique our museum. Invite parents and families as a wider audience. (Brackenhurst/ Carlton Academy history dept) Display museum exhibits chronologically. *logistically it would be a whole school presentation to an expert so they can come in on the same day	Viking museum to answer enquiry question. (in combination with LS) Invite expert to critique our museum (Carlton Academy History dept/STEM) Invite parents and families as a wider audience. *logistically it would be a whole school presentation to an expert so they can come in on the same day	Persuasive leaflet about the health and issues around rivers and plastic pollution, with a QR code on leaflet to raise awareness – send these to Seven Trent to use.	Persuasive leaflet – children to take leaflets up to Mapperley Top Co-op to interact with the public to promote fair trade produce. -Persuasive writing -Geography knowledge from a political viewpoint	“Family quiz night” children create quiz questions based off their knowledge on the Romans. Children each record a small part about different aspects – then the quiz round would be about this video OR “Day in the life of” children plan activities linked to their work for parents/ infant school to try.	Children to produce explanation text and artwork to be displayed at the blank country museum
Assessment opportunities & retrieval practices <i>Knowledge 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
Key Texts <i>Reading</i>	The first drawing (picture book) The Stone Age Boy (picture book) The Wild Way Home (chapter book) Euuugh! Eyeball stew! (chapter book)	The Dragon’s Hoard: Stories from the Viking Sagas (illustrated short story collection) Beowulf – Morpurgo OR Anglo Saxon Boy OR The 1000 Year Old Body OR Viking Boy (chapter book)	The Rhythm of the Rain (picture book) A River (picture book) The River – An Epic Journey to the Sea Once upon a Raindrop Song of the Dolphin Boy (chapter book)	The Arrival (picture book) Boy at the Back of the Class (chapter book)	Romulus and Remus (traditional tale) What the Romans did for us (non-fiction) The Queen of Darkness (chapter book)	The Viewer (picture book) Holes (chapter book) The Highway Man (poetry)
Genres <i>Knowledge Reading</i> Green – non-fiction Blue – fiction Orange – poetry	Instructions Recount – diary entry Description - setting Classic narrative Acrostic	Recount – Letter Non-chronological report – technical manual (with instruction) Classic narrative Myths and legends Limerick	Balanced argument – leaflet giving a balanced account of an issue Persuasion - Letter Narrative with a familiar setting Fable Rhyming couplets	Balanced argument – magazine article giving a balanced account of an issue Persuasion – pamphlet from pressure group or political party Description – character Narrative with a novel as a theme Haiku	Non-chronological report – Roman soldier Biography Traditional tale Narrative with a novel as a theme Kennings	Explanation – part of a non-fiction book Newspaper Mystery/detective story Classic literature Ballad poetry



KKPD codes to be taught in each subject, in each term:						
Art and Design <i>* revisited in more than one enquiry</i>	Applies to all units Using Sketchbooks AD3.13 know how to use a sketchbook to record basic observations to inform a final piece of art using different tools and techniques AD4.11 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) Analysing and evaluating AD3.18 know and discuss how their work may be influenced by the techniques of an artist, suggesting how successful these were AD3.19 know how to evaluate their own and others’ work, suggesting what works well and what could be improved. AD4.15 know and describe how their artwork links to the elements of art and explain why they have chosen such elements in their work. AD4.16 know and explain how they were successful in their work and independently generate developmental targets for the future	Applies to all units Using Sketchbooks AD5.15 know how to use sketchbooks to capture and develop ideas using different tools and techniques to refine their own artwork AD6.8 know how to use sketchbooks to record observations and develop own techniques, commenting on the effectiveness of these AD6.9 know how to think critically about ideas, captured from a range of sources, in sketchbooks to justify decisions in their own artwork AD6.10 know and explain why different tools and techniques have been used to create art when capturing ideas in the sketchbooks Analysing and evaluating AD5.20 know and articulate the purpose behind their artwork and how they have utilised / disregarded certain aspects of an artist’s work. AD5.21 know and explain how they have produced an original piece of artwork and how this has been influenced by another artist/s AD6.13 know and explain how, why and to what extent they have used an artist’s influence and elements of art in their own work. AD6.14 know and critique their work (and the work of others) making comparisons to famous artist’s styles/techniques.	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	Strand: Drawing AD3.5 know how to use different grades of pencil and/or varying pressure to shade and to show different tones and textures AD3.6 know how to investigate light and dark using shading AD4.5 know how to develop further a range of drawing techniques (for example, hatching, cross-hatching, smudging, accent lines) Strand: Use colour, pattern, texture, line, form, space and shape AD3.1 know how to use line, tint, tone, shape, form and colour to create a sense of dimension and/or texture Strand: Study of great artists AD3.16 know when art is from different historical periods* AD4.14 know how art provides a viewpoint about the past*	Strand: Sculpture AD5.13 know how to produce sculptures with increasing accuracy, control, purpose and close observation, experimenting with different materials (including natural versus manmade) AD6.6 know how to combine techniques and different materials, according to purpose and aesthetics, to create a sculpture (for example combining wire work with papier mache etc) Strand: Use colour, pattern, texture, line, form, space and shape AD6.2 know how to create perspective in art using two points of perspective Strand: Study of great artists AD5.16 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 AD6.11 know and explain how their own artwork has been influenced by a famous artist, architect and or designer*	Strand: Painting AD3.9 know how to experiment with different types of brush for a purpose AD3.10 know how to use and develop a greater range of painting techniques, including using thicker paints to show texture AD4.7 know how to use watercolour to use different types of paints to produce washes for backgrounds and add detail (for example water colours, inks) Strand: Use colour, pattern, texture, line, form, space and shape AD4.1 know how to use line, tint, tone, shape, form and colour to create a sense of movement in artwork Strand: Study of great artists AD3.14 know and identify the techniques used by different artists, architects and / or designers* AD4.12 know and experiment with the styles used by other artists, architects and / or designers*	Strand: Drawing AD5.6 know how to produce drawings with control and accuracy from close observation AD6.4 know how to draw with precision using previous taught techniques, using different gradient pencils or other materials for effect* Strand: Use colour, pattern, texture, line, form, space and shape AD6.1 know how to apply knowledge of proportion, depth, perspective, form and space to create effective pieces of art (<u>including digital art</u>) Strand: Study of great artists AD6.12 know why art can be very abstract and interpret what message the artist, architect and or designer is trying to convey* AD5.17 know what a specific <u>artist</u> , architect and / or designer is trying to achieve in any given situation* AD5.18 know why artists, designers and / or architects are / were considered influential*	Strand: Sculpture AD3.11 know how to produce sculpture with increasing accuracy, control and purpose, experimenting with different materials AD3.12 know how to use techniques to create a sculpture (for example, coiling, pinching, slab construction etc) AD4.10 know how to add finer detail to enhance the purpose and aesthetics of the sculpture using appropriate tools (for example in clay pressing or scratching into a surface or adding relief) Strand: Study of great artists AD3.16 know when art is from different historical periods* AD4.14 know how art provides a viewpoint about the past	Strand: Painting AD5.10 know and experiment with a variety of tools (other than paint brushes) to create effects in painting Strand: Use colour, pattern, texture, line, form, space and shape AD5.3 know how to create a surface pattern by repeat printing a motif or simulate a repeating pattern (potentially using digital technology) AD5.4 know and identify natural and manmade patterns AD6.3 know how to over print to create patterns Strand: Study of great artists AD6.12 know why art can be very abstract and interpret what message the artist, architect and or designer is trying to convey* AD5.19 know reasons why artists, architects and designers make decisions based on cultural influences*
Computing	<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 C3.17 know what plagiarism is C4.12 know how to recognise acceptable and unacceptable behaviour using technology	<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	<u>Purple Mash – Module B 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	<u>Purple Mash - Blogging – 2Blog</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 C5.19 know that permission must be gained before publishing others’ work	<u>Coding – Scratch</u> C4.1 know how to trace code and use step-through methods to identify errors in code and make logical attempts to correct this C4.2 know how to create a program which accomplishes a specific goal in a simulated environment (e.g. give an ‘on-screen’ robot specific instructions that takes them from A to B)	<u>Spreadsheets - Excel</u> C5.10 know how to use several ways of sharing digital content 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



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	<p>Create a guide on staying safe online – linked to PSHE lesson</p> <p>C3.9 know how to navigate the web to complete simple searches</p> <p>C3.10 know how to use search technology effectively</p> <p>C4.9 know how to search for specific information and know which information is useful and which is not</p> <p>C4.10 know how to appraise selected webpages for credibility and information at a basic level</p> <p>C4.15 know and understand copyright issues relating to different multimedia</p>	<p>C6.14 know the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable</p> <p>C5.14 know the value of computer networks but are also aware of the main dangers</p> <p><u>Purple Mash – Module A Coding – 2Code</u></p> <p>C5.1 know about code structure, how to debug and interpret code (e.g. the use of tabs to organise code and the naming of variables)</p> <p>C5.2 know how to turn complex real-life situations into algorithms for a program by deconstructing it into manageable parts</p> <p>C6.1 know how to design algorithms that use selection and repetition</p> <p>C6.2 know how to interpret a program in parts and make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole</p> <p>C5.7 know how to use logical methods to detect and correct errors</p> <p>C6.5 know how to solve problems by decomposing them into smaller parts</p>	<p>C3.4 know how to detect errors within programs</p>	<p>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</p> <p>C6.15 know how to collaborate and communicate online in varied ways (e.g. podcasts)</p>	<p>C4.3 know how to experiment with variables to control models</p> <p>C4.4 know how to detect and correct errors in programs</p> <p>C3.7 know how to use logical reasoning to explain how some simple algorithms work</p> <p>C4.8 know how to make an accurate prediction and explain why they believe something will happen (linked to programming)</p> <p><u>Through PSHE</u></p> <p>C3.14 know that some games and online services are not age appropriate.</p> <p>C4.13 know that games, films and online services have age restrictions, giving reasons for these.</p>	<p>and create a range of programs and systems</p>
Computing – Safe Use	<p>C3.12 know how to use technology safely, respectfully and responsibly</p> <p>C3.13 know the negative implications of failure to keep passwords safe and secure</p> <p>C3.15 know different ways they can get help if concerned</p> <p>C4.12 know how to recognise acceptable and unacceptable behaviour using technology</p> <p>C4.13 know a range of ways of reporting inappropriate content and contact</p>	<p>C5.15 know how to make choices when using technology and that not everything is true and/or safe</p> <p>C5.18 know whether a file can be legally downloaded and used (or not)</p> <p>C6.13 know how to recognise the value in preserving privacy when online for their own and other people's safety</p> <p>C6.14 know the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable</p>	<p>C3.12 know how to use technology safely, respectfully and responsibly</p> <p>C3.13 know the negative implications of failure to keep passwords safe and secure</p> <p>C3.15 know different ways they can get help if concerned</p> <p>C4.12 know how to recognise acceptable and unacceptable behaviour using technology</p> <p>C4.13 know a range of ways of reporting inappropriate content and contact</p>	<p>C5.15 know how to make choices when using technology and that not everything is true and/or safe</p> <p>C6.13 know how to recognise the value in preserving privacy when online for their own and other people's safety</p> <p>C6.14 know the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable</p>	<p>C3.12 know how to use technology safely, respectfully and responsibly</p> <p>C3.13 know the negative implications of failure to keep passwords safe and secure</p> <p>C3.15 know different ways they can get help if concerned</p> <p>C4.12 know how to recognise acceptable and unacceptable behaviour using technology</p> <p>C4.13 know a range of ways of reporting inappropriate content and contact</p>	<p>C5.15 know how to make choices when using technology and that not everything is true and/or safe</p> <p>C6.13 know how to recognise the value in preserving privacy when online for their own and other people's safety</p> <p>C6.14 know the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable</p>
Design and Technology	<p>Applies to all units</p> <p>In each area, an element of design make and evaluate will be expected as per the design and technology cycle.</p> <p>Design and make</p> <p>Y3 Expectations:</p> <p>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)</p> <p>DT3.3 know how to draw annotated designs with labels that detail their material choices and suitability of the given materials</p> <p>DT3.4 know how to select the most appropriate tools for a given task</p> <p>DT3.10 know why their own product has or has not been successful</p> <p>DT3.11 know how to improve their finished product in relation to the design criteria</p> <p>Y4 expectations:</p> <p>DT4.1 know how to use ideas from other people when designing (e.g. creating a mood board of existing products)</p> <p>DT4.3 know how to communicate ideas through annotated sketches that show different viewpoints of the product</p> <p>DT4.4 know which tools to use for a particular task and show knowledge of handling the tool</p> <p>DT4.9 know how to evaluate their own and others final product against the design criteria</p> <p>DT4.10 know how to evaluate and suggest improvements for their own designs</p>		<p>Applies to all units</p> <p>In each area, an element of design make and evaluate will be expected as per the design and technology cycle.</p> <p>DT4.7 know how to sew, weave or knit using a range of stitches</p> <p>Bookmarks linked to world book day</p>	<p>Applies to all units</p> <p>In each area, an element of design make and evaluate will be expected as per the design and technology cycle.</p> <p>Food</p> <p>Y5 expectations:</p> <p>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</p> <p>DT5.13 know where and how certain foods are processed</p> <p>DT5.14 know how to be both hygienic and safe in the kitchen</p> <p>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) place (using appropriate cooking techniques)</p> <p>DT5.7 know how to collect information from investigating existing products and research using ICT where appropriate to inform their own designs</p> <p>Y6 expectations:</p> <p>DT6.2 know how to show that culture and society is considered in plans and design criteria</p> <p>DT6.14 know how to explain how food ingredients should be stored and give reasons</p> <p>DT6.15 know the difference between a savoury and sweet dish and select ingredients accordingly</p>	<p>Applies to all units</p> <p>In each area, an element of design make and evaluate will be expected as per the design and technology cycle.</p> <p>Science – electricity</p> <p>DT4.11 know how to apply scientific knowledge of electrical systems to their structural or mechanical product (e.g. series circuits incorporating switches, bulbs, buzzers and motors)</p>	<p>Applies to all units</p> <p>In each area, an element of design make and evaluate will be expected as per the design and technology cycle.</p> <p>Linked to Computing:</p> <p>DT5.12 know how to use IT program to program, monitor and control their products</p> <p>DT6.13 know which IT product would further enhance a specific product</p> <p>DT5.1 know how to design with a range of initial ideas using computer- aided design (CAD) where appropriate (e.g. CAD for packaging)</p> <p>DT5.7 know how to collect information from investigating existing products and research using ICT where appropriate to inform their own designs</p> <p>DT6.12 know how to use electrical systems correctly and accurately to enhance a given product</p>



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Geography		<p>G5.10 know key topographical features (for example, hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time.</p>	<p>Rivers G4.3 know key topographical features of the UK including hills, mountains, coasts, rivers. G4.4 know, name and locate the main rivers of the UK. G4.5 know why most cities are located by a river and the land-use patterns. G4.7 know the key physical features of a river G4.8 know the impact of the water cycle (e.g. potential flooding) G4.9 know different types of settlements and land use G4.12 know how to use standardised sampling techniques (e.g. collecting samples of water from different parts of a river) 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>G6.1 know about the Prime/Greenwich Meridian and time zones and work out differences (including day and night). G6.2 know and locate contrasting socio-economic countries G5.1 name and locate the position and significance of latitude and longitude. G5.3 know the names and locate a number of world countries. G5.12 know how to carry out fieldwork interviews (e.g. the range of views on a proposed new development) G5.16 know how to express balanced opinions about geographical issues, using sources of evidence to support these G6.3 know the key aspects of economic activity and trade links G6.4 know why industrial areas and ports are important G6.5 know the distribution of natural resources including energy, food, minerals and water G6.6 know main human and physical differences between developed and developing nations G6.10 know how to analyse findings of geographical enquiries (P) in order to draw conclusions and present them to a specific audience</p>	<p>UK over time *Reactivate knowledge of the UK – countries and capital cities G4.1 know the names and locate counties and cities in the UK G4.2 know about the geographical regions and identify human and physical characteristics of counties and cities in parts of the UK G4.6 know how the land in the UK has changed over time. G3.7 use maps to locate European countries and major cities</p>	<p>G5.11 know how to use GIS to see how land use has changed over time and describe the features studied G6.7 know how to use six-figure grid references G6.8 know how to use maps and atlases and GIS to locate countries</p>
History	<p>Stone Age H3.1 know what is meant by Neolithic ‘hunter-gatherers’ and early farmers (e.g. Skara Brae) H3.2 know the main differences between the stone age, bronze age (religion, technology and travel) and iron age (hill forts, tribal kingdoms, farming, art and culture) <u>In History</u> H3.5 know and understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us H3.6 know how to learn more about a historical period through asking relevant questions H3.7 know how to compare a range of primary and secondary sources and discuss validity and reliability H3.9 know how Britain changed between the beginning of the Stone Age and the Iron Age (S) H3.10 know what B.C. means and that it can also be referred to as B.C.E. (S) H3.11 know how to plot events on a timeline accurately using B.C. / B.C.E. H3.13 know and use historical vocabulary to represent the passing of time, such as ‘period’, ‘era’ and ‘millennium’ 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>Anglo Saxons and Vikings H5.1 know about the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire H5.2 Know about the Scots invasions from Ireland to north Britain (now Scotland) H5.3 Know about Anglo-Saxon invasions, settlements and kingdoms: place names and village life H5.4 know the impact of the Anglo-Saxon settlers (e.g. art, culture, beliefs including Christian conversion: Canterbury, Iona and Lindisfarne; attempts to bring about law and order into the country) H5.5 know about Viking raids, invasions and further invasions (including Danegeld) H5.6 know that the Vikings and Anglo-Saxons engaged in a struggle for the Kingdom of England to the time of Edward the Confessor (e.g. the resistance by Alfred the Great and Athelstan) <u>In History</u> H5.8 know how to ask and answer questions about the past, considering aspects of change, cause, significance, similarity and difference H5.9 know how check the accuracy of historical interpretations, stating which sources of evidence are more reliable and why H5.10 know how to use a range of sources to make the most accurate interpretation of a historical period</p>			<p>Romans H4.1 know the iron age ended with Roman invasion by AD 42 and the power of its army H4.2 know when and how the Romans invaded (e.g. Claudius and the conquest, including Hadrian’s Wall) H4.3 know how there was British resistance to the Roman occupation (e.g. Boudica) H4.4 know how the Roman Empire impacted British society (e.g. advancement of technology, impact on culture and beliefs including early Christianity) H4.7 know and identify historically significant people and events from a period of history and give some detail about why what they did or what happened was significant 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 <u>In History</u> H4.12 know what A.D. means and that it can also be referred to as C.E. H4.13 know how to plot events on a timeline accurately using A.D. / C.E. and B.C / B.C.E H4.14 know how Britain changed from the Iron Age to the end of the Roman occupation H4.15 know the key events in Boudicca’s life leading up to her rebellion and death and track these on a timeline H4.16 know and the key events within Roman history and society up to the fall of the Roman Empire and track these on a timeline</p>	<p>Britain since 1066 - locality H6.1 know how to place historical events and people from the past societies and periods in a chronological framework H6.2 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) H6.5 know about a period of history that has strong connections to their locality and understand the issues associated with the period (e.g. an aspect of history or a site that is significant in the locality or tracing how several aspects of national history are reflected in the locality) <u>In History</u> H5.15 know and identify reasons for continuity across different periods of time H6.6 know how to devise and ask questions about the past, suggesting where answers might be found, considering a range of sources H6.7 know how to offer some reasons for different versions of events explaining which is most accurate and why H6.8 know how to link sources and evaluate how conclusions have been made H6.11 know how to produce a timeline of the history within the local area over a period of 100 years</p>



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		<p>H5.11 know how to timeline the changes in British history between the end of The Roman occupation of Britain and 1066</p> <p>H5.12 know and represent the changing state of Britain throughout the years leading up to 1066</p> <p>H5.13 know some of the key conflicts between the Vikings and the Anglo-Saxons and place these on a timeline</p> <p>H5.16 know and understand why some historians may not agree on the causes of historical events</p> <p>H6.14 know and explain that things may have been different from place-to-place (locally, regionally, nationally and internationally) in the past, giving examples and reasons for these</p>			<p>H4.17 know and chart some of the key periods within ancient civilisations and note the differences between them</p> <p>H4.18 know and make links between two overlapping periods of history, such as between The Egyptians and The Romans</p> <p>H4.19 know the duration of different civilisations and represent this on a timeline</p> <p>H3.15 know and identify things that have changed and stayed nearly the same between different periods of time</p> <p>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>	
Languages	<p>Language Angels</p> <p>- Phonetics 1 & I'm Learning Spanish (E)</p> <p>- Family (E)</p> <p>Speaking and listening</p> <p>MFL3.1 – know some words to name people, places and objects</p> <p>MFL4.1 – Know some words to describe people, places and objects</p> <p>MFL 3.2 – Know and understand simple words</p> <p>MFL4.2 – know and pronounce accurately the names of some countries and towns</p> <p>MFL4.3 – know an increasing range of vocabulary</p> <p>MFL 3.3 – Know how to give a response using a short phrase including replying to questions.</p> <p>MFL3.4 – know how to identify key vocabulary through listening to songs and rhymes</p> <p>MFL4.7 – know how to speak using a full sentence</p> <p>Reading</p> <p>MFL3.6 – know how to read and show understanding of simple, TL words.</p> <p>MFL3.7 know how to identify TL words and phrases in a rhyme</p> <p>MFL3.8 – know how to use a bilingual dictionary or glossary to look up new words.</p> <p>MFL4.11 know how to identify the main points in a song and explain them</p> <p>Writing</p> <p>MFL3.9 – know how to write a simple sentence in TL using a writing frame or similar writing scaffold.</p> <p>Knowledge about languages</p> <p>MFL3.10 – know and use the most common phonetic sounds and letter strings in the TL</p> <p>MFL 3.11 – know that TL letters can sound different to English and there may be silent letters</p> <p>MFL3.13 – know some simple grammatical differences in TL – e.g. 2 groups of gender nouns</p> <p>Knowledge of different cultures</p> <p>MFL3.14 – know and understand some basic cultural similarities between home and selected country/ies</p> <p>MFL3.15 – know and understand the differences in social conventions when people greet each other in home and selected country.</p> <p>MFL4.19 – Know the countries where the TL is spoken</p>	<p>Language Angels</p> <p>The Weather (I)</p> <p>Clothes (I)</p> <p>Speaking and listening</p> <p>MFL5.1 – Know an increasing range of vocabulary</p> <p>MFL5.2 – know how to hold a simple conversation with at least 3 exchanges</p> <p>MFL5.3 – Know how to ask and answer more complex, familiar questions.</p> <p>MFL5.4 – Know some key words or phrases when listening to a rhyme, story or poem</p> <p>Reading</p> <p>MFL5.8 – Know how to use the context to work out unfamiliar words.</p> <p>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</p> <p>Writing</p> <p>MFL5.10 – Know how to substitute words and phrases.</p> <p>MFL5.11 – know how to write a paragraph of 3-4 sentences including the description of people, places and objects.</p> <p>Knowledge about Languages</p> <p>MFL5.12 – Know how to use the knowledge of phonics to read aloud more complex familiar sentences.</p> <p>MFL5.13 – Know how to speak correctly using grammatical knowledge.</p> <p>MFL5.14 – know how to use simple grammatical rules in TL correctly in their writing</p> <p>Knowledge of Different Cultures</p> <p>MFL5.15 – Know some places of interest/importance within the selected country</p> <p>MFL5.16 – Know aspects of everyday lives from the perspective of someone from the selected country</p>	<p>Language Angels</p> <p>- Phonetics 2 & Presenting Myself (E)</p> <p>- Animals (E)</p> <p>Speaking and listening</p> <p>MFL3.1 – know some words to name people, places and objects</p> <p>MFL4.1 – Know some words to describe people, places and objects(MFL4.2 - know and pronounce accurately the names of some countries and towns</p> <p>MFL 3.2 – Know and understand simple words</p> <p>MFL 3.3 – Know how to give a response using a short phrase including replying to questions.</p> <p>MFL4.7 – know how to speak using a full sentence</p> <p>Reading</p> <p>MFL3.6 – know how to read and show understanding of simple, TL words.</p> <p>Writing</p> <p>MFL3.9 – know how to write a simple sentence in TL using a writing frame or similar writing scaffold.</p> <p>Knowledge about languages</p> <p>MFL3.10 – know and use the most common phonetic sounds and letter strings in the TL</p>	<p>Language Angels</p> <p>The Planets (P)</p> <p>Me In The World (P) Spanish festivals</p> <p>Speaking and listening</p> <p>MFL5.1 – Know an increasing range of vocabulary</p> <p>MFL5.3 – Know how to ask and answer more complex, familiar questions.</p> <p>MFL5.4 – Know some key words or phrases when listening to a rhyme, story or poem</p> <p>Reading</p> <p>MFL5.6 – Know how to read aloud to a partner or small group with accurate pronunciation and intonation.</p> <p>MFL6.3 – Know how to read aloud with confidence with accurate pronunciation and intonation</p> <p>Writing</p> <p>MFL5.10 – Know how to substitute words and phrases.</p> <p>MFL5.11 – know how to write a paragraph of 3-4 sentences including the description of people, places and objects.</p> <p>MFL6.7 know how to write a paragraph of 4-6 grammatically accurate sentences</p> <p>MFL6.8 – Know how to write more complex sentences to describe people, places and objects</p> <p>Knowledge about Languages</p> <p>MFL5.13 – Know how to speak correctly using grammatical knowledge.</p> <p>MFL5.14 – know how to use simple grammatical rules in TL correctly in their writing</p> <p>Knowledge of Different Cultures</p> <p>MFL5.15 – Know some places of interest/importance within the selected country</p> <p>MFL5.16 – Know aspects of everyday lives from the perspective of someone</p>	<p>Language Angels</p> <p>- Phonetics 1 & I Can... (E)</p> <p>- Fruits (E) – The hungry caterpillar (book)</p> <p>Speaking and listening</p> <p>MFL3.1 – know some words to name people, places and objects</p> <p>MFL4.1 – Know some words to describe people, places and objects</p> <p>MFL 3.2 – Know and understand simple words</p> <p>MFL 4.3 – Know an increasing range of vocabulary</p> <p>MFL 3.3 – Know how to give a response using a short phrase including replying to questions.</p> <p>MFL4.7 – know how to speak using a full sentence</p> <p>Reading</p> <p>MFL3.6 – know how to read and show understanding of simple, TL words.</p> <p>MFL3.8 – know how to use a bilingual dictionary or glossary to look up new words.</p> <p>Writing</p> <p>MFL3.9 – know how to write a simple sentence in TL using a writing frame or similar writing scaffold.</p> <p>MFL4.14 – Know how to write 2-3 short sentences on a familiar topic</p> <p>Knowledge about languages</p> <p>MFL3.10 – know and use the most common phonetic sounds and letter strings in the TL</p> <p>MFL 3.11 – know that TL letters can sound different to English and there may be silent letters</p> <p>Knowledge of different cultures</p> <p>MFL3.14 – know and understand some basic cultural similarities between home and selected country/ies</p> <p>MFL4.21 – Know about aspects of lifestyle in the selected country, (for example, food or leisure activities)</p>	<p>Language Angels</p> <p>Phonetics 3</p> <p>What Is The Date? (I)</p> <p>Speaking and listening</p> <p>MFL5.1 – Know an increasing range of vocabulary</p> <p>MFL5.3 – Know how to ask and answer more complex, familiar questions.</p> <p>MFL5.5 – Know how to perform a song or rhyme from memory</p> <p>Reading</p> <p>MFL5.6 – Know how to read aloud to a partner or small group with accurate pronunciation and intonation.</p> <p>MFL5.7 – Know how to identify the main points in a short story or factual text and explain them</p> <p>MFL5.8 – Know how to use the context to work out unfamiliar words.</p> <p>MFL6.4 know how to identify the main points in a poem and explain them</p> <p>Writing</p> <p>MFL5.10 – Know how to substitute words and phrases.</p> <p>Knowledge about Languages</p> <p>MFL5.12 – Know how to use the knowledge of phonics to read aloud more complex familiar sentences.</p> <p>MFL5.13 – Know how to speak correctly using grammatical knowledge.</p> <p>Knowledge of Different Cultures</p> <p>MFL5.16 – Know aspects of everyday lives from the perspective of someone from the selected country</p>
Music	<p>Song writing with glockenspiels</p> <p>Singing</p>	<p>Song writing with glockenspiels</p> <p>Singing</p>	<p>Music theory with keyboards</p> <p>Keyboards</p>		<p>Electric drums</p> <p>Samba drumming</p>	<p>Electric drums</p> <p>Samba drumming</p>



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	<p><u><i>Singing and performing</i></u> M3.1 know how to sing with increasing awareness of pitch and the interrelated musical dimensions (including pulse, pitch, tempo and dynamics) M3.2 know how to explore songs with different structures- ostinatos/rounds/call and response M4.1 know how to sing songs with an increased understating of the overall effect that the interrelated musical elements can have M4.2 know how to sing songs with different structures from a range of genres, including songs from memory</p> <p><u><i>Playing an instrument and performing</i></u> M3.4 know how to perform repeated patterns with different instruments including body percussion M4.4 know how to play with increasing awareness of technique and the interrelated dimensions of music</p> <p><u><i>Listening and appreciating</i></u> M3.6 know and use musical vocabulary to describe what they like and do not like about a piece of music 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) M3.8 know how to listen with increasing accuracy identifying the interrelated dimensions in a piece of music (for example: pitch, dynamics, tempo) M4.6 know how to repeat and respond to a phrase from the music after listening intently</p> <p><u><i>Composing</i></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 M4.7 know how to compose music which meets specific criteria M4.8 know which interrelated musical dimensions affect the overall composition</p> <p><u><i>History of music</i></u> M3.13 know and recognise the work of at least one famous composer M3.14 know and recognise that music from different times has different features M4.11 know and recognise the stylistic features of different genres, styles and traditions using musical vocabulary</p>	<p><u><i>Singing and performing</i></u> M5.1 know how to maintain own part whilst others are performing their part, including the use of technology where appropriate (e.g. creating a loop) M5.2 know how to sing part songs and recognising the musical effect this has (for example rounds, canons, harmonies, partner songs) M6.1 know how to sing in harmony and perform parts with increasing confidence and accuracy, including the use of technology where appropriate (e.g. recording the melody and singing the harmony)</p> <p><u><i>Play an instrument and performing</i></u> M6.2 know how to play a range of instruments with increasing fluency and control 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</p> <p><u><i>Listening and appreciating</i></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 M6.5 know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created</p> <p><u><i>Composing</i></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</p> <p><u><i>History of music</i></u> M5.9 know how to contrast the work of a famous composer with another and explain preferences using musical vocabulary M6.7 know how to compare and contrast the impact that different composers from different times have had on people of that time</p>	<p><u><i>Singing and performing</i></u> M3.1 know how to sing with increasing awareness of pitch and the interrelated musical dimensions (including pulse, pitch, tempo and dynamics)</p> <p><u><i>Playing an instrument and performing</i></u> M3.3 know how to explore the interrelated dimensions of music and their impact on a performance 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 M4.4 know how to play with increasing awareness of technique and the interrelated dimensions of music M4.5 know how to use instruments to interpret musical patterns and structures of music which use different notations</p> <p><u><i>Composing</i></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 M4.7 know how to compose music which meets specific criteria M4.8 know which interrelated musical dimensions affect the overall composition M4.10 know how to use notation to record compositions in a small group or individually</p> <p><u><i>History of music</i></u> M3.14 know and recognise that music from different times has different features # M4.11 know and recognise the stylistic features of different genres, styles and traditions using musical vocabulary</p>	<p>Music theory with keyboards Keyboards</p> <p><u><i>Singing and performing</i></u> M5.2 know how to sing part songs and recognising the musical effect this has (for example rounds, canons, harmonies, partner songs)</p> <p><u><i>Playing an instrument and performing</i></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 M5.4 know how to use / read an increasing range of staff notation to perform increasingly complex parts M5.6 know how to repeat and respond to a phrase from the music after listening intently M6.2 know how to play a range of instruments with increasing fluency and control</p> <p><u><i>Listening and appreciating</i></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 M6.5 know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created</p> <p><u><i>Composing</i></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</p> <p><u><i>History of music</i></u> M5.9 know how to contrast the work of a famous composer with another and explain preferences using musical vocabulary M6.7 know how to compare and contrast the impact that different composers from different times have had on people of that time M6.8 know and explain how musical eras have influenced one another, discussing the impact of different composers on the development of musical styles</p>	<p><u><i>Singing and performing</i></u> M4.2 know how to sing songs with different structures from a range of genres, including songs from memory</p> <p><u><i>Playing an instrument and performing</i></u> M4.4 know how to play with increasing awareness of technique and the interrelated dimensions of music</p> <p><u><i>Listening and appreciating</i></u> M3.6 know and use musical vocabulary to describe what they like and do not like about a piece of music</p> <p><u><i>Composing</i></u> M3.12 know how to record their work graphically M4.8 know which interrelated musical dimensions affect the overall composition</p> <p><u><i>History of music</i></u> M4.11 know and recognise the stylistic features of different genres, styles and traditions using musical vocabulary</p>	<p><u><i>Singing and performing</i></u> M6.1 know how to sing in harmony and perform parts with increasing confidence and accuracy, including the use of technology where appropriate (e.g. recording the melody and singing the harmony)</p> <p><u><i>Play an instrument and performing</i></u> M6.2 know how to play a range of instruments with increasing fluency and control</p> <p><u><i>Listening and appreciating</i></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 M6.5 know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created</p> <p><u><i>History of music</i></u> M5.9 know how to contrast the work of a famous composer with another and explain preferences using musical vocabulary M5.10 know and identify the stylistic features of different genres, styles and traditions of music, explaining how these have developed over time M6.7 know how to compare and contrast the impact that different composers from different times have had on people of that time</p>
PE	<p><u>KKPDs that run throughout – understanding</u> 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</p> <p>Handball</p>	<p><u>KKPDs that run throughout – understanding</u> 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</p> <p>Tag Rugby</p>	<p><u>KKPDs that run throughout – understanding</u> 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</p> <p>Gymnastics PE3.1 know how to adapt sequences to suit different types of apparatus and criteria</p>	<p><u>KKPDs that run throughout – understanding</u> 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</p> <p>Dance</p>	<p><u>KKPDs that run throughout – understanding</u> 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</p> <p>Athletics (and sports day) PE3.8 know how to run at fast, medium and slow speeds; changing speed and direction</p>	<p><u>KKPDs that run throughout – understanding</u> 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</p> <p>Athletics (and sports day)</p>



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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>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>Dance</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>PE5.7 know how to choose a specific tactic for defending and attacking</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>PE5.8 know how to gain possession by working collaboratively and competitively as a team and pass in different ways</p> <p>PE6.7 know how to lead others in a game situation when the need arises</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>Basketball</p> <p>PE5.6 know how to use a number of techniques to pass, dribble and shoot</p> <p>PE5.7 know how to choose a specific tactic for defending and attacking</p> <p>PE6.6 know how to show competency in a range of sports</p> <p>PE5.8 know how to gain possession by working collaboratively and competitively as a team and pass in different ways</p> <p>PE6.7 know how to lead others in a game situation when the need arises</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>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</p> <p>Hockey</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>PE4.5 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>Orienteering – Y3 same week as Y4 residential</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>Outdoor and adventurous – done through Y4 residential</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>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>Gymnastics</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>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>Netball</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>PE4.7 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>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>Tennis</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>Outdoor and adventurous – done through Y6 residential</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>
PSHE	<p><u>Families and Close Positive Relationships</u></p> <p>PSHE3.13 know there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>PSHE3.14 know that marriage and civil partnership are a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>PSHE3.15 know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p><u>Friendships</u></p> <p>PSHE3.16 know the importance of friendships and how to build positive friendships and how positive friendships support wellbeing</p> <p>PSHE3.17 know the importance of seeking support if feeling lonely or excluded</p> <p>PSHE3.18 know what it means to ‘know someone online’ and how this differs from</p>	<p><u>Families and Close Positive Relationships</u></p> <p>PSHE5.14 know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p> <p>PSHE5.15 know that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p><u>Friendships</u></p> <p>PSHE5.16 know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>PSHE5.17 know that friendships have ups and downs; strategies to resolve disputes</p>	<p><u>Shared Responsibilities</u></p> <p>PSHE3.23 know reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><u>Communities</u></p> <p>PSHE3.24 know about the different groups that make up their community; what living in a community means</p> <p><u>Media Literacy & Digital Resilience</u></p> <p>PSHE3.25 know ways in which the internet and social media can be used both positively and negatively</p> <p><u>Economic Wellbeing: Money</u></p> <p>PSHE3.26 know about the different ways to pay for things and the choices people have about this</p> <p>PSHE3.27 know that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’</p>	<p><u>Shared Responsibilities</u></p> <p>PSHE5.22 know about the relationship between rights and responsibilities</p> <p>PSHE5.23 know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><u>Communities</u></p> <p>PSHE5.24 know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><u>Media Literacy & Digital Resilience</u></p> <p>PSHE5.25 know things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>PSHE5.26 know how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>	<p><u>Healthy Lifestyles</u></p> <p>PSHE3.1 know how to make informed decisions about health</p> <p>PSHE3.2 know the elements of a balanced, healthy lifestyle</p> <p>PSHE3.3 know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p><u>Mental Health</u></p> <p>PSHE3.4 know every day things can effect feelings and the importance of expressing feelings</p> <p>PSHE3.5 know that mental health, just like physical health, is part of daily life and the importance of taking care of mental health</p> <p><u>Ourselves, Growing and Changing</u></p> <p>PSHE3.6 know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p>	<p><u>Healthy Lifestyles</u></p> <p>PSHE5.1 know about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> <p>PSHE5.2 know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>PSHE5.3 know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>PSHE5.4 know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p><u>Mental Health</u></p>



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	<p>face to face and risks of communicating online with others not known face-to-face</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> PSHE3.20 know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) PSHE3.21 know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret PSHE3.22 know about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</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>and reconcile differences positively and safely</p> <p><u>Managing Hurtful Behaviour and Bullying</u> PSHE5.18 know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p><u>Safe Relationships</u> PSHE5.19 know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p><u>Respecting Self and Others</u> PSHE5.20 know the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p><u>Economic Wellbeing: Aspirations, Work and Career</u> PSHE3.28 know positive things about themselves and their achievements; set goals to help achieve personal outcomes PSHE3.29 know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p>	<p><u>Economic Wellbeing: Money</u> PSHE5.27 know different ways to keep track of money PSHE5.28 know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p><u>Economic Wellbeing: Aspirations, Work and Career</u> PSHE5.29 know some of the skills that will help them in their future careers (e.g. teamwork, communication and negotiation) PSHE5.30 know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p>	<p>PSHE3.7 know how to manage setbacks/ perceived failures and how to re-frame unhelpful thinking PSHE3.8 know that some for people gender identity does not correspond with biological sex</p> <p><u>Keeping Safe</u> PSHE3.9 know reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming PSHE3.10 know the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) PSHE3.11 know how to predict, assess and manage risk in different situations</p> <p><u>Drugs, Alcohol and Tobacco</u> PSHE3.12 know the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p>	<p>PSHE5.5 know a varied vocabulary when talking about feelings and how to express them in different ways PSHE5.6 know strategies to respond to feelings, including intense or conflicting feelings and how to manage and respond to feelings appropriately and proportionately in different situations PSHE5.7 know that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p><u>Ourselves, Growing and Changing</u> PSHE5.8 know their individuality and personal qualities PSHE5.9 know the importance of personal hygiene during puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p><u>Keeping Safe</u> PSHE5.10 know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact PSHE5.11 know about basic first aid and dealing with common injuries</p> <p><u>Drugs, Alcohol and Tobacco</u> PSHE5.12 know why people choose to use or not use drugs (including nicotine, alcohol and medicines) PSHE5.13 know about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p>
SRE			Sex and Relationships Education: Y3 – male and female bodies Y4 – puberty			Sex and relationships education: Year 5 – puberty and reproductive organs Year 6 – puberty and reproduction
British Values SMSC	Transition - Democracy Remembrance Anti-bullying week Show Racism the Red Card Picture News	Safer Internet Week Picture News Rule of Law/Individual Liberty	Picture News Transition	Transition - Democracy Remembrance Anti-bullying week Show Racism the Red Card Picture News	Safer Internet Week Picture News Rule of Law/Individual Liberty	Picture News Transition
RE SACRE	<p>3.1What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?</p> <p>RE3.2 know how Christian people's beliefs about God, Jesus, the world and others have impact on Christian's lives.</p>	<p>5.3 How do people's beliefs about God, the world and others have impact on their lives?</p> <p>RE5.4 know how people's beliefs about God, the world and others have impacted on their lives recognising how this learning aligns with their own values and identity</p>	<p>3.2 How do religious families and Communities practice their faith?</p> <p>RE3.4 know how religious families and communities practise their faith (e.g. prayer) 3.3 Where, how and why do people worship? Investigating places of worship in Nottinghamshire. Religions: Muslims, Hindus and Christians</p> <p>RE 4.6 know how to ask questions that have no agreed answers (P), respecting the views of others who answer differently</p>	<p>5.1 What can we learn from great leaders and inspiring examples in today's world?</p> <p>RE5.1 know what we can learn from great leaders and inspiring examples in today's world and draw comparisons to their own experiences</p> <p>6.3 How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p> <p>RE6.3 know how religions and faiths respond to local, national and global issues and reflect on the impact of this</p>	<p>3.3 Worship and Sacred Places: Where, how and why to people worship?</p> <p>RE3.3 know where, how and why people worship making comparisons across different beliefs</p> <p>3.4 What can we learn from inspiring people in sacred texts and in the history of religions?</p> <p>RE3.1 know what we can learn from inspiring people in sacred texts and in the history of religions</p>	<p>6.2 What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?</p> <p>RE6.4a know how we can make Nottinghamshire (and our locality) a place of tolerance and respect</p> <p>RE5.5 Know how to ask questions about what it means to be a believer in Britain today and make comparisons to their own lives and choices</p>



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Science Working Scientifically	<p>Scientific vocabulary applies to all units of work WS3.3 know how to read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge at Year 3, WS4.3 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>Scientific vocabulary applies to all units of work WS5.2 know how to read, spell and pronounce scientific vocabulary correctly at Year 5 WS6.2 know how to read, spell and pronounce scientific vocabulary correctly at Year 6</p>	<p>Scientific vocabulary applies to all units of work WS3.3 know how to read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge at Year 3, WS4.3 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>Scientific vocabulary applies to all units of work WS5.2 know how to read, spell and pronounce scientific vocabulary correctly at Year 5 WS6.2 know how to read, spell and pronounce scientific vocabulary correctly at Year 6</p>	<p>Scientific vocabulary applies to all units of work WS3.3 know how to read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge at Year 3, WS4.3 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>Scientific vocabulary applies to all units of work WS5.2 know how to read, spell and pronounce scientific vocabulary correctly at Year 5 WS6.2 know how to read, spell and pronounce scientific vocabulary correctly at Year 6</p>
	<p>Rocks WS3.10 know how to use straightforward scientific evidence to answer questions or to support their findings</p> <p>Digestion WS3.13 know how to use results to suggest improvements and raise further questions with the support of others WS4.11 know how to use results to suggest improvements and raise further questions independently</p>	<p>Materials and their properties WS5.9 know how to use test results to make predictions to set up further comparative and fair tests WS5.10 know how to discuss the degree of trust in results</p> <p>WS5.11 use standard units appropriate for Year 5</p> <p>WS6.8 use standard units appropriate for Year 6</p>	<p>States of Matter WS3.6 know how to make systematic and careful observations and, where appropriate, take measurements (with support), using standard units, a range of equipment safely, including thermometers WS3.7 know how to gather, record and classify data in a variety of ways to help in answering questions WS4.6 know how to make systematic and careful observations and, where appropriate, take measurements, using standard units, a range of equipment safely, including thermometers and data loggers WS4.7 know how to gather, record and classify and present data in a variety of ways to help in answering questions</p> <p>Forces WS3.8 know how to report on findings from enquiries, including oral and written explanations WS4.8 know how to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>	<p>Earth and space WS5.8 know how to support or refute ideas or arguments using scientific evidence WS5.1 know how to answer scientific questions using different types of scientific enquiry WS6.1 know how to answer scientific questions using different types of scientific enquiry in the most appropriate ways</p>	<p>Electricity WS3.4 know how to ask relevant questions and decide with others which different types of scientific enquiries could be used to answer them WS4.4 know how to ask relevant questions and decide independently which different types of scientific enquiries could be used to answer them WS3.9 know how to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions with the support of others WS4.9 know how to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions independently</p>	<p>Electricity WS5.3 know how to plan different types of scientific enquiries to answer questions, including recognising variables WS6.3 know how to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>
Science	<p><u>Materials and their properties (Rocks)</u> SC3.1 know how to compare and group rocks based on their appearance and physical properties SC3.2 know that there are three types of rock: igneous, sedimentary and metamorphic, and know how each is formed SC3.3 know in simple terms how fossils are formed when things that have lived are trapped within rocks SC3.4 know that soils are made from rocks and organic matter</p> <p><u>Animals including humans (Digestion)</u> SB4.4 know the simple functions of the basic parts of the digestive system in humans SB4.5 know the different types of teeth in humans and their simple functions SB4.6 know how to construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p><u>Materials and their properties</u> SC5.1 know how to compare and group together everyday materials on the basis of their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets) SC5.2 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution SC5.3 know how mixtures might be separated using knowledge of solids, liquids and gas, including through filtering, sieving and evaporating SC5.4 know the particular uses of everyday materials including metal, wood and plastic, based on evidence from comparative and fair tests SC5.5 know that dissolving, mixing and changes of state are reversible changes through investigation SC5.6 know that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate soda</p>	<p><u>States of Matter (including Water Cycle)</u> SC4.1 know how to compare and group materials together according to whether they are solids, liquids or gases SC4.2 know that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens (°C) SC4.3 know the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p><u>Forces</u> SP3.1 know about, and describe, how objects move on different surfaces SP3.2 know that some forces need contact between two objects, but magnetic forces can act at a distance SP3.3 know that magnets attract and repel each other and attract some materials and not others SP3.4 know how to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials SP3.5 know that magnets have two poles</p>	<p><u>Earth and Space</u> SP5.4 know the movement of the Earth and other planets relative to the Sun in the solar system SP5.5 know the movement of the Moon relative to the Earth SP5.6 know the Sun, Earth and Moon as approximately spherical bodies SP5.7 know about the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p><u>Electricity</u> SP4.1 know common appliances that require electricity to function SP4.2 know how to construct a simple series electrical circuit, identifying and naming its basic parts including cells, wires, bulbs, switch and buzzers SP4.3 know how to predict and test whether a lamp will light within a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery SP4.4 know that a switch opens or closes a circuit and associate this with whether or not a lamp lights in a simple series circuit SP4.5 know some common conductors and insulators and associate metals with being good conductors</p>	<p><u>Electricity</u> SP6.3 know that the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit SP6.4 know how to compare and give reasons for variations in how components function including the brightness of bulbs, the loudness of buzzers and the on/off position of switches SP6.5 know which recognised symbols to use when representing a simple circuit in a diagram</p>



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			SP3.6 know how to predict whether two magnets will attract or repel each other, depending on which poles are facing			
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