

Curriculum 2014 Coverage in KS2

Subject - Key Stage 2	Woodpeckers Class	Owls Class	Squirrels Class
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Writing

Narrative

Write stories set in places pupils have been.	x	x	x
Write stories that contain mythical, legendary or historical characters or events.	x	x	x
Write stories of adventure.	x	x	x
Write stories of mystery and suspense.		x	
Write letters.	x	x	x
Write plays.	x	x	x
Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.		x	

Non-fiction

Write instructions.	x	x	x
Write recounts.	x	x	x
Write persuasively.	x	x	x
Write explanations.	x	x	x
Write non-chronological reports.	x	x	x
Write biographies.		x	
Write in a journalistic style.	x	x	x
Write arguments.		x	
Write formally.		x	

Poetry

Learn by heart and perform a significant poem.	x	x	x
Write haiku.	x		
Write cinquain.		x	
Write poems that convey an image (simile, word play, rhyme and metaphor).	x	x	x

Reading

Read and listen to a wide range of styles of text, including fairy stories, myths and legends.	x	x	x
Listen to and discuss a wide range of texts.	x	x	x

Learn poetry by heart.	x	x	x
Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.	x	x	x
Take part in conversations about books.	x	x	x
Learn a wide range of poetry by heart.	x	x	
Use the school and community libraries.		x	
Look at classification systems.		x	
Look at books with a different alphabet to English.	x	x	
Read and listen to whole books.	x	x	x

Communication

Engage in meaningful discussions in all areas of the curriculum	x	x	x
Listen to and learn a wide range of subject specific vocabulary	x	x	x
Through reading identify vocabulary that enriches and enlivens stories	x	x	x
Speak to small and larger audiences at frequent intervals	x	x	x
Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English	x	x	x
Listen to and tell stories often so as to internalise the structure	x	x	x
Debate issues and formulate well-constructed points.	x	x	x

Mathematics

Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.	x	x	x
Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.	x	x	
Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.	x	x	x
Explore numbers and place value so as to read and understand the value of all numbers.	x	x	x
Add and subtract using efficient mental and formal written methods.	x	x	x

Multiply and divide using efficient mental and formal written methods.	x	x	
Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.	x	x	
Describe position, direction and movement in increasingly precise ways.	x	x	
Use and apply measures to increasingly complex contexts.	x	x	
Gather, organise and interrogate data.	x	x	x
Understand the practical value of using algebra.		x	

Science

Biology

Plants

Identify & describe the functions of different parts of flowering plants.	x		
Explore the requirements of plants for life and growth and how they vary from plant to plant.	x		
Investigate the way in which water is transported in plants.	x		
Explore the part that flowers play in the life cycle of flowering plants.	x		

Animals, including humans

Identify that animals, including humans, need the right types and amounts of nutrition; and that they cannot make their own food; they get nutrition from what they eat.			x
Identify that humans and some other animals have skeletons and muscles for support, protection and movement.			x
Describe the simple functions of the basic parts of the digestive system in humans.	x		
Identify the types of teeth in humans and their simple functions.	x		
Construct and interpret a variety of food chains, identifying producers, predators and prey.	x		
Describe the changes as humans develop to old age.		x	

Living things and their habitats

Recognise that living things can be grouped in a variety of ways.	x		
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Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	x		
Recognise that environments can change and that this can sometimes pose dangers to living things.	x		
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.			x
Describe the life process of reproduction in some plants and animals.			x
Chemistry			
Rocks			
Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	x		
Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	x		
Recognise that soils are made from rocks and organic matter.	x		
States of matter			
Compare and group materials together, according to whether they are solids, liquids or gases.	x		
Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius.	x		
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.			x
Properties and changes of materials			
Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets.		x	x
Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.		x	
Use knowledge of solids, liquids and gases to describe how mixtures might be separated, included through filtering, sieving and evaporating.		x	
Give reasons based on evidence from		x	

comparative and fair tests, for the particular uses of everyday materials including metals, wood and plastic.

Demonstrate that dissolving, mixing and changes of state are reversible changes. X

Explain that some changes result in the formation of new materials, and this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. X

Physics

Light

Recognise that they need light to see things and that dark is the absence of light. X

Notice that light is reflected from surfaces. X

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. X

Recognise that shadows are formed when the light from a light source is blocked by an opaque object. X

Find patterns in the way that the size of shadows change. X

Sound

Identify how sounds are made, associating some of them with something vibrating. X

Recognise that vibrations from sounds travel through a medium to the ear. X

Find patterns between the pitch of a sound and features of the object that produces it. X

Find patterns between the volume of a sound and the strength of the vibrations that produced it. X

Recognise that sounds get fainter as the distance from the sound source increases. X

Forces and magnets

Compare how things move on different surfaces. X

Notice that some forces need contact between two objects but magnetic forces can act a distance. X

Observe how magnets attract or repel X

each other and attract some materials and not others.

Compare and group together everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.

X

Describe magnets as having two poles.

X

Predict whether two magnets will attract or repel each other depending on which poles are facing.

X

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

X

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

X

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

X

Earth and space

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

X

Describe the movement of the Moon relative to the Earth.

X

Describe the Sun, Earth and Moon as approximately spherical bodies.

X

Use the idea of the Earth's rotation to explain day and night and the appearance of the sun across the sky.

X

Working Scientifically

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

X

X

X

Physics

Electricity

Identify common appliances that run on electricity.

X

Construct a simple series electrical circuit, identifying and naming its basic parts.

X

Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.

X

Recognise that a switch opens and closes a circuit and associate this with whether

X

or not a lamp lights in a simple series circuit.

Recognise some good conductors and insulators, and associate metals with being good conductors. x

Art & Design

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

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

Improve mastery of techniques. x x x

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

Computing

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

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

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

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

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

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

Design & Technology

Design

use research and develop design criteria to inform the design of innovative, x x x

functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

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

X X X

Make

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

X X X

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

X X X

Evaluate

investigate and analyse a range of existing products.

X X X

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

X X X

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

X X X

Technical knowledge

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

X X X

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

X X X

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

X X

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

X

Cooking and nutrition

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

X X X

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

X X X

understand seasonality and know where

X X X

and how a variety of ingredients are grown, reared, caught and processed.

Geography

Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.	x		
Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.	x		
Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.		x	
Locate the geographic zones of the world.	x		
Understand the significance of the geographic zones of the world.	x	x	
Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).		x	x
Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.		x	
Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.	x		
Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.	x	x	x
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	x	x	x
Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.	x	x	x
Use a wide range of geographical sources in order to investigate places and patterns.	x	x	x

Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	x	x	x
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History

Changes in Britain from the Stone Age to the Iron Age.			x
The Roman Empire and its Impact on Britain.			
Britain's settlement by Anglo Saxons and Scots.	x		
The Viking and Anglo Saxon struggle for the Kingdom of England.	x		
A local history study.		x	
A study of a theme in British history.		x	
Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.	x		
Ancient Greece.		x	
A non- European society that contrasts with British history chosen from: - Early Islamic Civilization - Mayan Civilization - Benin.	x	x	
History of interest to pupils	x	x	x

Language

In the chosen modern language: - Speak - Read - Write	x	x	x
Look at the culture of the countries where the language is spoken.	x	x	x
If an ancient language is chosen, read, translate and explore the culture of the time.	x	x	x

Music

Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.	x	x	x
Improvise and compose music using the inter-related dimensions of music separately and in combination.	x	x	x
Listen with attention to detail and recall sounds with increasing aural memory.	x	x	x
Use and understand the basics of the stave and other musical notations.	x	x	

Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.	x	x	
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Develop an understanding of the history of music.	x	x	
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Personal Development

*Discuss and learn techniques to improve in the eight areas of 'success'.	x	x	x
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*Study role models who have achieved success.	x	x	x
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*Study those who have lost success and relate this to the eight areas of 'success'.	x	x	x
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Physical Education

Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.	x	x	x
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Take part in gymnastics activities.	x	x	x
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Take part in athletics activities.	x	x	x
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Perform dances.	x	x	x
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Take part in outdoor and adventurous activity challenges both individually and within a team.	x	x	x
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Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.	x	x	
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Religious Education

*Study the beliefs, festivals and celebrations of Christianity.	x	x	x
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*Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.	x	x	x
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*Study three of the major six religions not studied in depth in order to gain a brief outline.	x	x	x
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*Study other religions of interest to pupils.	x		x
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