



## Becket Primary School

### Upper Key Stage Two: Curriculum Map 2016 (Part of a Two Year Rolling Cycle)

<p>Science</p>	<ul style="list-style-type: none"><li>• Living Things &amp; Habitat: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. (Y5)</li><li>• Animals/Humans: describe the changes as humans develop to old age.</li><li>• Properties and changes to materials: compare and group together everyday materials on the basis of their properties. know that some materials will dissolve in liquid to form a solution. how mixtures might be separated, including through filtering, sieving and evaporating. particular uses of everyday materials, including metals, wood and plastic. demonstrate that dissolving, mixing and changes of state are reversible changes. explain 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 of soda. (Y5)</li><li>• Earth in Space: describe the movement of the Earth, and other planets, relative to the Sun in the solar system. describe the movement of the Moon relative to the Earth. describe the Sun, Earth and Moon as approximately spherical bodies. use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky (Y5)</li><li>• Forces: gravity. identify the effects of air resistance, water resistance and friction. recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. (Y5)</li><li>• Living Things/ Habitats: describe how living things are classified into broad groups. Give reasons for classifying plants and animals based on specific characteristics (Y6)</li><li>• Animals/Humans: identify and name the main parts of the human circulatory system. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. describe the ways in which nutrients and water are transported within animals, including humans. (Y6)</li><li>• Evolution and Inheritance: recognise that living things have changed over. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. identify how animals and plants are adapted to suit their environment. (Y6)</li><li>• Light: recognise that light appears to travel in straight lines. use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. (Y6)</li><li>• Electricity: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. use recognised symbols when representing a simple circuit in a diagram. (Y6)</li></ul> <p><b>Working Scientifically (Y5 and 6)</b></p> <ul style="list-style-type: none"><li>• Planning different types of scientific enquiries, including recognising and controlling variables</li><li>• Taking measurements using a range of equipment and repeat readings</li><li>• Recording data and results using diagrams, classification keys and graphs</li><li>• Using results to make predictions and set up further comparative tests</li><li>• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations and trust in results</li><li>• Identifying scientific evidence that has been used to support or refute ideas</li></ul>
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Geography	<ul style="list-style-type: none"> <li>Name and locate the world's countries, using maps to focus on Europe, North and South America. Including key physical and human features</li> <li>Human Geography: types of settlement, land use and trade links</li> <li>Physical Geography: volcanoes, earthquakes and the water cycle</li> <li>Understand differences between UK, a European country and North/South America</li> </ul> <p><b>Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps and digital mapping to locate and add content about countries</li> <li>Use 4 and 6 figure grid references</li> <li>Use fieldwork to observe, measure and record human and physical features in the local area using sketches, graphs and digital images</li> </ul>
History	<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>The Roman Empire and its impact on Britain</li> <li>A local history study</li> <li>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</li> <li>Ancient Greece</li> <li>A non-European society that provides contrasts with British history - AD 900 Mayan Civilisation</li> </ul>
Languages	<p>Spanish</p> <ul style="list-style-type: none"> <li>Listen to spoken language and show understanding</li> <li>Explore patterns and sounds through songs and rhymes</li> <li>Engage in simple conversations</li> <li>Speak in sentences using basic language</li> <li>Develop accurate pronunciation and intonation so that others understand</li> <li>Broaden vocabulary and develop understanding of words</li> <li>Write phrases from memory</li> <li>Describe people and places orally</li> <li>Understand basic grammar and how it affects word patterns, compare with English patterns</li> </ul>
Art and Design	<ul style="list-style-type: none"> <li>Use sketch books to record their observations and use them to review ideas</li> <li>Improve mastery of techniques including drawing, painting and sculpture with a range of materials</li> <li>Learn about great artists, architects and designers in history</li> </ul>



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<b>Computing</b>	<ul style="list-style-type: none"> <li>• Create, write and debug simple programs</li> <li>• Use sequence, selection and repetition in programs</li> <li>• Use logical reasoning to explain how algorithms work</li> <li>• Understand computer networks</li> <li>• Use search technologies effectively</li> <li>• Select, use and combine a variety of software to accomplish given goals</li> <li>• Use technology safely; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns (E-safety)</li> </ul>
<b>Design and Technology</b>	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular groups or individuals</li> <li>• Generate, model and communicate ideas through discussion, annotated sketches, diagrams, prototypes and patterns</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>• Select and use a wider range of tools to perform practical tasks</li> <li>• Select and use a wider range of materials according to their characteristics</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse existing products</li> <li>• Evaluate ideas and products against their own design criteria and consider improvements to others' work</li> </ul> <p><b>Technical Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• Understand how to use mechanical systems in their products</li> <li>• Understand and use electrical systems in their products</li> <li>• Apply their understanding of computing to program, monitor and control their products</li> </ul> <p><b>Cooking and Nutrition:</b></p> <ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy diet</li> <li>• Prepare and cook a variety of savoury dishes</li> <li>• Understand seasonality, and know how a variety of ingredients are grown and reared</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music</li> <li>• Listen with attention to detail and recall sounds with increasing accuracy</li> <li>• Use and understand staff and other music notation</li> <li>• Develop an understanding of the history of music</li> </ul>



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PE	<ul style="list-style-type: none"><li>• Use running, jumping, throwing and catching isolation or in combination</li><li>• Play competitive games</li><li>• Develop flexibility, strength, technique, control and balance</li><li>• Perform dances using a range of movements and patterns</li><li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li><li>• Compare their performances with previous and achieve personal best</li></ul> <p><b>Swimming and Water Safety</b></p> <ul style="list-style-type: none"><li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li><li>• use a range of strokes effectively</li><li>• perform safe self-rescue in different water-based situations</li></ul>
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