

Key Stage 2 Curriculum Coverage 2014

This document outlines our coverage of the New National Curriculum. As we work with the new curriculum through the year modification and monitoring for coverage will ensure breadth and depth of coverage.

Subject – Key Stage 2

WRITING	3A1	3A2	3SP1	3SP2	3SU1	3SU2	4A1	4A2	4SP1	4SP2	4SU1	4SU2	5A1	5A2	5SP1	5SP2	5SU1	5SU2	6A1	6A2	6SP1	6SP2	6SU1	6SU2
Narrative																								
• Write stories set in places pupils have been	•						•						•						•					
• Write stories that contain mythical, legendary or historical characters or events			•					•							•				•					
• Write stories of adventure		•											•						•					
• Write stories of mystery and suspense		•						•				•	•						•					
• Write letters		•								•	•					•						•		
• Write plays				•					•											•				
• Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum	•			•			•		•										•		•			
Non-fiction																								
• Write instructions	•									•						•							•	
• Write recounts						•	•									•								•
• Write persuasively						•									•				•					
• Write explanations										•												•	•	
• Write non-chronological reports					•									•							•			
• Write biographies																			•					
• Write in a journalistic style								•						•							•			
• Write arguments											•											•		
• Write formally		•					•																•	

Poetry	3A1	3A2	3SP1	3SP2	3SU1	3SU2	4A1	4A2	4SP1	4SP2	4SU1	4SU2	5A1	5A2	5SP1	5SP2	5SU1	5SU2	6A1	6A2	6SP1	6SP2	6SU1	6SU2
Learn by heart and perform a significant poem					●	●			●	●					●				●					
Write haiku										●														
Write cinquain										●														
Write poems that convey an image (simile, word play, rhyme and metaphor)			●		●	●			●	●						●			●					
Ambition*																								
To have an aspiration	●						●																	
To persevere and aspire in all that they do														●										
To challenge ourselves to achieve to the best of our abilities	●													●					●					
Recognise the difference between wants and needs																								
To recognise the importance of an established work ethic																								
To set realistic goals							●																	
To actively work towards achieving their personal best	●																							
To welcome challenges in our learning																				●				
To celebrate all successes (to be happy for other people)																								
Appreciating and sharing successes (not just academic)																								
Recognising the importance of putting in effort (not all efforts can be achieved)																								

Ambition* cont.	3A1	3A2	3SP1	3SP2	3SU1	3SU2	4A1	4A2	4SP1	4SP2	4SU1	4SU2	5A1	5A2	5SP1	5SP2	5SU1	5SU2	6A1	6A2	6SP1	6SP2	6SU1	6SU2
Aim to realise potential (be realistic)																								
Understanding what a belief is and to have a belief in ourselves																								
To embed resilience																								
My disposition is not static: change is possible																								
To feel motivated by myself and through competition- internal and external																								
Understand that differences are important																								
Recognise our own importance																								
Curiosity*																								
Use natural curiosity as a premise for enquiry	•												•											
Ask questions and plan a process for finding the answers																				•				
Work on their own or with others to seek solutions and answers																				•				
Carry out the steps and processes involved in investigations																								
Be resilient when faced with obstacles and challenges	•												•											
Solve problems																								
Use existing knowledge to build new knowledge								•																
Work effectively as part of a team, resolving issues and accepting the ideas of others	•																							
Acknowledge and celebrate progress and improvements																								

Curiosity* cont.	3A1	3A2	3SP1	3SP2	3SU1	3SU2	4A1	4A2	4SP1	4SP2	4SU1	4SU2	5A1	5A2	5SP1	5SP2	5SU1	5SU2	6A1	6A2	6SP1	6SP2	6SU1	6SU2	
Empathise with others																									
Help and receive help																									
Express ideas clearly and confidently							●																		
Reflect on processes and outcomes through self and peer assessment																									
Awareness*																									
To understand that I am part of a community and that I have a responsibility to that community																									
To know that my thoughts feelings and beliefs come from family and community influences and to understand that these things will affect how I think and feel																									
To understand that different feelings will be experienced at different times, and that with joy and pride and hope also comes sadness, disappointment and anger. Knowing this will help me manage my emotions	●						●						●						●						
To own my emotions and to understand the responsibility I have to others for how my emotions affect me and those around me	●												●						●						
To understand the opportunity I have to make choices to help me to make the right decisions for life																									

Awareness* cont.	3A1	3A2	3SP1	3SP2	3SU1	3SU2	4A1	4A2	4SP1	4SP2	4SU1	4SU2	5A1	5A2	5SP1	5SP2	5SU1	5SU2	6A1	6A2	6SP1	6SP2	6SU1	6SU2	
To own what I know and to be ready to modify or defend what I know through seeking (curiosity) and doing (ambition)																									
READING																									
Read and listen to a wide range of styles of text, including fairy stories, myths and legends			•												•				•	•		•		•	
Listen to and discuss a wide range of texts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Learn poetry by heart					•					•					•				•						
Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures	•		•				•						•				•	•	•	•		•		•	
Take part in conversations about books	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Learn a wide range of poetry by heart																									
Use the school and community libraries																									
Look at classification systems					•																				
Look at books with a different alphabet to English																									
Read and listen to whole books	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
COMMUNICATION																									
Engage in meaningful discussions in all areas of the curriculum	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

COMMUNICATION cont.	3A1	3A2	3SP1	3SP2	3SU1	3SU2	4A1	4A2	4SP1	4SP2	4SU1	4SU2	5A1	5A2	5SP1	5SP2	5SU1	5SU2	6A1	6A2	6SP1	6SP2	6SU1	6SU2
Listen to and learn a wide range of subject specific vocabulary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Through reading identify vocabulary that enriches and enlivens stories	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Speak to small and larger audiences at frequent intervals	•												•	•	•	•	•	•	•	•	•	•	•	•
Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English		•																						
Listen to and tell stories often so as to internalise the structure	•	•	•	•	•	•	•	•	•	•	•	•	•		•		•	•		•		•		•
Debate issues and formulate well-constructed points	•	•					•				•	•		•		•						•		
MATHEMATICS																								
Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand	•	•	•	•	•	•	•	•	•	•	•	•	•		•				•		•	•	•	
Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing																								
Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

MATHEMATICS cont.	3A1	3A2	3SP1	3SP2	3SU1	3SU2	4A1	4A2	4SP1	4SP2	4SU1	4SU2	5A1	5A2	5SP1	5SP2	5SU1	5SU2	6A1	6A2	6SP1	6SP2	6SU1	6SU2
Explore numbers and place value so as to read and understand the value of all numbers	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Add and subtract using efficient mental and formal written methods	•	•	•	•	•	•	•	•	•	•	•		•		•	•	•	•	•			•	•	•
Multiply and divide using efficient mental and formal written methods	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts	•		•		•		•	•		•		•	•	•			•		•	•				
Describe position, direction and movement in increasingly precise ways			•		•		•			•		•			•						•			
Use and apply measures to increasingly complex contexts	•	•	•	•	•		•			•	•	•	•		•	•	•	•	•		•	•	•	•
Gather, organise and interrogate data		•		•		•		•		•		•		•		•		•		•		•		•
Understand the practical value of using algebra																				•		•		•

SCIENCE

Biology

Plants

Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal, evolution and inheritance

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SCIENCE cont.	3A1	3A2	3SP1	3SP2	3SU1	3SU2	4A1	4A2	4SP1	4SP2	4SU1	4SU2	5A1	5A2	5SP1	5SP2	5SU1	5SU2	6A1	6A2	6SP1	6SP2	6SU1	6SU2
Animals and humans																								
Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals		●						●						●										
Look at the digestive system in humans														●										
Look at teeth																								
Look at the human circulatory system														●										
Evolution and inheritance																								
Look at resemblance in offspring												●								●				
Look at changes in animals over time												●												
Look at adaptation to environments												●								●				
Look at differences in offspring																								
Look at adaptation and evolution																				●				
Look at changes to the human skeleton over time																								
All living things																								
Identify and name plants and animals				●								●						●						
Look at classification keys												●								●				
Look at the life cycle of animals and plants				●																				
Look at classification of plants, animals and micro organisms				●														●				●		

SCIENCE cont.	3A1	3A2	3SP1	3SP2	3SU1	3SU2	4A1	4A2	4SP1	4SP2	4SU1	4SU2	5A1	5A2	5SP1	5SP2	5SU1	5SU2	6A1	6A2	6SP1	6SP2	6SU1	6SU2
Look at reproduction in plants and animals, and human growth and changes																		•		•				
Look at the effect of diet, exercise and drugs														•										
Chemistry																								
Rocks and fossils																								
Compare and group rocks and describe the formation of fossils					•																			
States of matter																								
Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle											•				•									
Materials																								
Examine the properties of materials using various tests																								
Look at solubility and recovering dissolved substances											•											•		•
Separate mixtures																								
Examine changes to materials that create new materials that are usually not reversible											•											•		•
Physics																								
Light																								
Look at sources, seeing, reflections and shadows						•								•										
Explain how light appears to travel in straight lines and how this affects seeing and shadows						•								•										

SCIENCE cont.	3A1	3A2	3SP1	3SP2	3SU1	3SU2	4A1	4A2	4SP1	4SP2	4SU1	4SU2	5A1	5A2	5SP1	5SP2	5SU1	5SU2	6A1	6A2	6SP1	6SP2	6SU1	6SU2
Sound																								
Look at sources, vibration, volume and pitch																								
Forces and magnets																								
Look at contact and distant forces, attraction and repulsion, comparing and grouping materials	•									•														
Look at poles, attraction and repulsion	•									•														
Look at the effect of gravity and drag forces										•								•				•	•	
Look at transference of forces in gears, pulleys, levers and springs	•																					•		
Earth and space																								
Look at the movement of the Earth and the Moon														•										
Explain day and night							•							•										
Working Scientifically																								
Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Electricity																								
Look at appliances, circuits, lamps, switches, insulators and conductor																					•	•		
Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials																					•	•		

ART AND DESIGN	3A1	3A2	3SP1	3SP2	3SU1	3SU2	4A1	4A2	4SP1	4SP2	4SU1	4SU2	5A1	5A2	5SP1	5SP2	5SU1	5SU2	6A1	6A2	6SP1	6SP2	6SU1	6SU2	
Use experiences, other subjects across the curriculum and ideas as inspiration for artwork	•	•	•		•	•	•		•	•			•	•		•		•	•		•	•			
Develop and share ideas in a sketchbook and in finished products	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Improve mastery of techniques	•	•	•	•	•	•			•	•			•	•	•	•	•	•	•	•	•	•	•	•	•
Learn about the great artists, architects and designers in history	•		•			•			•	•			•	•	•	•	•	•	•	•	•	•	•	•	•
Computing																									
Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	•	•					•	•					•	•					•	•					
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	•	•					•	•					•	•					•	•					
Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs	•	•					•	•					•	•					•	•					
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			•	•	•	•			•	•	•	•			•	•	•	•			•	•	•	•	•

ART AND DESIGN cont.	3A1	3A2	3SP1	3SP2	3SU1	3SU2	4A1	4A2	4SP1	4SP2	4SU1	4SU2	5A1	5A2	5SP1	5SP2	5SU1	5SU2	6A1	6A2	6SP1	6SP2	6SU1	6SU2
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			•	•	•	•			•	•	•	•			•	•	•	•			•	•	•	•
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			•	•	•	•			•	•	•	•			•	•	•	•			•	•	•	•
Design & Technology																								
Design																								
Use research and develop design criteria to inform the design of innovative, 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		•				•	•	•							•		•			•	•		•	•

ART AND DESIGN cont.	3A1	3A2	3SP1	3SP2	3SU1	3SU2	4A1	4A2	4SP1	4SP2	4SU1	4SU2	5A1	5A2	5SP1	5SP2	5SU1	5SU2	6A1	6A2	6SP1	6SP2	6SU1	6SU2
Make																								
Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately		•				•	•	•							•		•			•	•		•	•
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		•				•	•	•							•		•			•	•		•	•
Evaluate																								
Investigate and analyse a range of existing products		•				•		•		•					•		•			•	•		•	•
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		•				•		•		•					•		•			•	•		•	•
Understand how key events and individuals in design and technology have helped shape the world		•				•														•	•		•	•
Technical knowledge																								
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures																				•	•			
Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages		•													•									

ART AND DESIGN cont.	3A1	3A2	3SP1	3SP2	3SU1	3SU2	4A1	4A2	4SP1	4SP2	4SU1	4SU2	5A1	5A2	5SP1	5SP2	5SU1	5SU2	6A1	6A2	6SP1	6SP2	6SU1	6SU2
Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors																								
Apply their understanding of computing to programme, monitor and control their products																								
COOKING AND NUTRITION																								
Understand and apply the principles of a healthy and varied diet			●					●																
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques			●				●	●																
Understand seasonality and know where 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		●	●	●	●								●								●			
Locate the world's countries, with focus on North and South America and countries of particular interest to pupils					●		●	●								●					●			
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	●				●	●			●	●			●								●			

GEOGRAPHY cont.	3A1	3A2	3SP1	3SP2	3SU1	3SU2	4A1	4A2	4SP1	4SP2	4SU1	4SU2	5A1	5A2	5SP1	5SP2	5SU1	5SU2	6A1	6A2	6SP1	6SP2	6SU1	6SU2
Locate the geographic zones of the world									•	•			•									•		
Understand the significance of the geographic zones of the world									•	•		•										•		
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)	•										•	•		•										
Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country																							•	
Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America							•	•								•								
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																								

GEOGRAPHY cont.	3A1	3A2	3SP1	3SP2	3SU1	3SU2	4A1	4A2	4SP1	4SP2	4SU1	4SU2	5A1	5A2	5SP1	5SP2	5SU1	5SU2	6A1	6A2	6SP1	6SP2	6SU1	6SU2
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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	•				•					•				•								•		
Use a wide range of geographical sources in order to investigate places and patterns	•				•			•	•		•					•							•	•
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												•		•					•	•				
HISTORY																								
Changes in Britain from the Stone Age to the Iron Age		•																						
The Roman Empire and its Impact on Britain			•																					
Britain's settlement by Anglo Saxons and Scots				•																				
The Viking and Anglo Saxon struggle for the Kingdom of England				•																				
A local history study														•										
A study of a theme in British history									•	•									•	•				

HISTORY cont.	3A1	3A2	3SP1	3SP2	3SU1	3SU2	4A1	4A2	4SP1	4SP2	4SU1	4SU2	5A1	5A2	5SP1	5SP2	5SU1	5SU2	6A1	6A2	6SP1	6SP2	6SU1	6SU2
Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty																		•	•					
Ancient Greece																							•	•
A non- European society that contrasts with British history chosen from: - Early Islamic Civilization - Mayan Civilization - Benin							•	•																
History of interest to pupils																								
LANGUAGE																								
In the chosen modern language: - Speak - Read - Write	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•					•	•
Look at the culture of the countries where the language is spoken	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•					•	•
If an ancient language is chosen, read, translate and explore the culture of the time			•																				•	•
MUSIC																								
Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression		•				•							•			•		•	•	•				

MUSIC cont.	3A1	3A2	3SP1	3SP2	3SU1	3SU2	4A1	4A2	4SP1	4SP2	4SU1	4SU2	5A1	5A2	5SP1	5SP2	5SU1	5SU2	6A1	6A2	6SP1	6SP2	6SU1	6SU2
Improvise and compose music using the inter-related dimensions of music separately and in combination														•	•			•			•	•		
Listen with attention to detail and recall sounds with increasing aural memory																								
Use and understand the basics of the staff and other musical notations																								
Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers													•					•	•	•				
Develop an understanding of the history of music																			•	•				

PERSONAL DEVELOPMENT
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	•	•	•	•			•	•							•	•		•	•	•	•	•	•	•
Take part in gymnastics activities	•		•				•		•				•	•			•		•		•	•	•	
Take part in athletics activities				•	•						•						•							•
Perform dances		•			•							•			•	•		•		•				

PHYSICAL EDUCATION cont.

Take part in outdoor and adventurous activity challenges both individually and within a team

Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2

RELIGIOUS EDUCATION

* Study the beliefs, festivals and celebrations of Christianity

* Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism

* Study three of the major six religions not studied in depth in order to gain a brief outline

Take part in outdoor and adventurous activity challenges both individually and within a team				•							•	•											
Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2				•	•			•	•			•	•										
* Study the beliefs, festivals and celebrations of Christianity		•					•					•						•					
* Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism	•			•	•		•	•	•		•	•	•	•	•	•	•	•	•		•	•	•
* Study three of the major six religions not studied in depth in order to gain a brief outline					•		•	•	•	•									•				