



KS2 2020/21	Autumn 1 – Multimedia 26 th Aug-16 th Oct Bank Holiday-Mon 31 st (7 weeks)	Autumn 2 – Emergency! 26 th Oct-18 th Dec (6 weeks)	Spring – Food & Farming 5 th Jan-26 th Mar (5 weeks, 4 weeks)	Summer – Fun & Games 12 th April-9 th July (7 weeks, 5 weeks) May Day-Mon 3 rd May
Science (Rachel)	<p>Rocks and Fossils</p> <ul style="list-style-type: none"> Explore different types of soils and rocks including those in the local environment. Identify rocks and soils from a group of objects. Compare and group together different rocks on the basis of appearance and physical properties. Describe in simple terms how fossils are formed when things that are living are trapped in rock. Recognise that soil is made from organic matter. To recognise that fossils provide information about living things that inhabited the earth millions of years ago. <p>+ 1 lesson on seasons</p>	<p>Magnets</p> <ul style="list-style-type: none"> Observe how magnets attract and repel certain materials but not others. Explore magnets and a range of magnetic materials Sort everyday materials on the basis of whether or not they are attracted to a magnet. To compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnets can act at a distance. Describe a magnet as having 2 poles Predict whether 2 magnets will attract or repel each other based on the direction of the poles. 	<p>Animals</p> <ul style="list-style-type: none"> Explore and name a range of animals. Explore both human and animals foods and notice differences. Show awareness of different animals Show an awareness of differences between humans and animals. Show an awareness that human food is often different to food of animals. Describe how living things are classified into broad groups according to common observable characteristics. Pupils will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. <p>2nd Half term- nutrition (recap from KS1)</p> <ul style="list-style-type: none"> Begin to understand food groups Identify that animals, including humans need the right amount of nutrition and they cannot make their own food; they get nutrition from what they eat. Construct and interpret a variety of food chains, identifying producers, predators and prey. <p>+ 1 lesson on seasons</p>	<p>Materials</p> <ul style="list-style-type: none"> Explore a range of everyday materials To name common everyday materials. Give reasons for particular uses of materials (recap KS1 materials) Compare the group together everyday materials on the basis of their properties including their hardness, solubility, transparency. <p>Recycling</p> <ul style="list-style-type: none"> Observe solutions being made and begin to anticipate what might happen. Know that some materials will dissolve in water to create a solution and describe how to recover a solution Explain that some changes are reversible and some are not. <p>+ 1 lesson on seasons</p>
Food Technology (Rachel)	<p>Healthy Snacks</p> <ul style="list-style-type: none"> Develop an understanding of healthy vs unhealthy. Sort and classify foods. Link Healthy food to a healthy lifestyle. Prepare simple snacks such as fruit, toast and granola bar. 		<p>Fruits and vegetables</p> <ul style="list-style-type: none"> Develop understanding of a balanced plate Name and taste a wide range of fruits and vegetables. Develop chopping/ dicing skills Plan to cook a simple soup, baked apples, crumble and identify edible and non-edible mushrooms and fruits. Plant our own fruits and veg, 	<p>Picnics</p> <ul style="list-style-type: none"> Plan a healthy vs an unhealthy picnic basket Wrapping skills using cling film/ foil Plan to cook- making sandwiches. Make a beeswax food wrap. Go on a picnic in the woods.
Art (Laura)	<p>Artist/Designer/Architect Nick Park (Wallace and Gromit) <u>Skills focus</u> Stop motion animation Using computers in animation Creativity</p>	N/A	<p>Artist/Designer/Architect Renaissance art: Guiseppe Arcimboldo <u>Skills focus</u> Surrealist art using food – painting and sculpture Sketching Sculpture</p>	<p>Artist/Designer/Architect Fashion: Alexander McQueen <u>Skills focus</u> Using sketchbook to revisit and review Creativity</p>

Forest Way School
KS2 Wider Curriculum Map 2020-21



	Careers link: animation			Learning about the history of fashion Careers link: fashion designer
Design Technology (Laura)		<u>Equals KS2 Scheme - Unit 4.3: Lights</u> Careers link: Electrician Skills focus: Exploring and making electrical circuits, evaluating designs, understanding materials and their properties and how this influences design	<u>Equals KS2 Scheme - Unit 6.4: Controllable vehicles</u> Careers link: Vehicle mechanic	<u>Equals KS2 Scheme - Unit 5.1: Musical Instruments</u> Careers link: Musical instrument repairer
History (Laura)	N/A	<u>The middle ages</u> Intent: To begin to understand more about this time period such as Magna Carta, The houses of Lancaster and York. Link to topic of emergency by thinking about the urgent situation connecting to the Black Death> How did they deal with the masses of casualties? Why couldn't they make the people better? Implementation: Through a mixture of the following tailored to suit individual needs:- Class based study, trips to museums and places and of interest. Talks from visitors. Books, films, games, role play, sensory play,	<u>Vikings</u> Intent: To begin to understand more about this time period such as; Origins, settlements, religion, way of life. Implementation: Through a mixture of the following tailored to suit individual needs:- Class based study, trips to museums and places and of interest. Talks from visitors. Books, films, games, role play, sensory play. Link to topic by looking at Vikings food and farming methods.	<u>The history of fun and games</u> Intent: To explore how people have entertained themselves over the years; jousting, dances, reading, crafts, music, painting. Leisure time – who had this in this past? Implementation: Through a mixture of the following tailored to suit individual needs:- Class based study, trips to museums and places and of interest. Talks from visitors. Books, films, games, role play, sensory play.
Geography (Laura)	<u>Wales</u> Intent: To begin to understand the concept of neighbouring countries Implementation: Developing an understanding of pupils' personal geography including where they live in relation to the wider country. Identify countries which border our country, and compare similarities and differences (between England and Wales). Understand key features of the local geography with the use of map work digital maps, and going out into the local community. Develop and understanding concept of key vocabulary such as country/county/city/town. To be able to identify 'natural and man-made' features in the environment. Begin to use basic geographical sources (globe, map, compass, SatNav). Experience cultural aspects of the country including the language (accent), dress, foods, music, etc.	N/A	<u>France</u> Intent: To begin to identify differences and similarities between the country they live in and other countries. To know things begin to change as we get further away from 'home'. Implementation: Developing an understanding of pupils' personal geography (country) including where they live in relation to Europe. Identify where the country (France) is, and compare similarities and differences (between England and France). Understand key features of the local geography with the use of maps, digital maps, photographic and video evidence. Develop and understanding concept of key vocabulary such as country/county/city/town. To be able to identify 'natural and man-made' features in the environment. Begin to use basic geographical sources (globe, map, compass, SatNav). Experience cultural aspects of the country including the language (accent), dress, foods, music, etc.	<u>Australia</u> Intent: To begin understand that the World is made up of many different countries. Each country has their own identity. Implementation: Developing an understanding of pupils' personal geography (country) including where they live in relation to the wider World. Introduce the concept of 'continents'. Identify where the country (Australia) is, and compare similarities and differences (between England and Australia). Understand key features of the local geography with the use of maps, digital maps, photographic and video evidence. Develop and understanding concept of key vocabulary such as country/county/city/town. To be able to identify 'natural and man-made' features in the environment. Begin to use basic geographical sources (globe, map, compass, SatNav). Experience cultural aspects of the country including the language (accent), dress, foods, music, etc.
RE (Jacqui) (Katie & Reema)	N/A	<u>Who is a Christian and what do they believe?</u> <ul style="list-style-type: none"> Christians believe that God is loving and caring The different roles Christians believe God has What The Bible teaches us about God People who are important to us Why Jesus is important to Christians? 	<u>Who is a Muslim and what do they believe?</u> <ul style="list-style-type: none"> To reflect upon what we think about God To recognise who the Prophet Muhammad is, and why he is important to Muslims. To recognise What a mosque is, and what happens at a mosque. To recognise what we can learn from Muslim holy words. To learn about the celebration of Eid-ul-Fitr. 	<u>Who is Jewish and what do they believe?</u> <ul style="list-style-type: none"> To understand what is precious to Jewish people. To explore what a mezuzah reminds Jewish people about. To understand the Jewish story of creation. To explore how and why Jewish people celebrate Shabbat. To explore the miracles at Hanukkah.

Forest Way School
KS2 Wider Curriculum Map 2020-21



		<ul style="list-style-type: none"> Why Christians pray? 		<ul style="list-style-type: none"> To understand how Jewish people celebrate Hanukkah.
<p style="text-align: center;">Music (Jenny & Jacqui)</p>	<p style="text-align: center;">Found Sounds</p> <ul style="list-style-type: none"> -Changes in music throughout the years. -Exploring how environmental/ household Sounds can be made into musical rhythms. -Experience body percussion, how different areas of the body can make a different sound. -Explaining rhythms and how different rhythms can blend together to create a more structured sound. -Composing a piece of rhythmical music 	N/A	<p style="text-align: center;">Texture / Music Technology</p> <p>Singing – canon, dynamics, tempo</p> <p>Improvisation</p> <p>Genres</p> <ul style="list-style-type: none"> -Understand what it means to start and stop, using gesture and/ or symbols. -Experience making, playing, changing, and combining sounds; try out different ways of producing sounds with voice, musical instruments, using simple music technology. - Combine and layer sounds using voice, sounds, instruments and technology. 	<p style="text-align: center;">Soundscapes / Singing.</p> <ul style="list-style-type: none"> -Identify different ways sounds can be made and changed, use and choose sounds confidently in a response to stimulus. -Express thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses. - Creatively experiment with different ways to produce and change sounds.
<p style="text-align: center;">Computing (Katie and Jacqui)</p>	N/A	<p style="text-align: center;">Multimedia</p> <ul style="list-style-type: none"> To identify technology and its uses To recognise that technology is always changing and adapting To recognise the importance of keeping safe online. (E-safety) - 2 lessons To use the internet to extract information – 2 lessons 	<p style="text-align: center;">Using the Internet</p> <ul style="list-style-type: none"> Understand that information comes from different sources and in different forms. Understand how the internet can be used to obtain information. Ask questions and begin to understand how to find the answers. Explore and begin to understand the different parts of a webpage. Understand that not everything on the Internet is true 	<p style="text-align: center;">Digital Media and Programming and Control</p> <ul style="list-style-type: none"> To make sounds and music on an electronic device. To understand the importance of following instructions. To create a simple image on the computer. To follow instructions to create an image on a computer. To debug a simple set of instructions. To understand how the order of instructions affects the result.
<p style="text-align: center;">Forest School (Beth)</p>	<p>Stimulus: Mulitmedia & Nature Sounds in nature/recording sounds/noticing sounds Recording changes in the woods using multimedia Using tools/campfire cooking Skills:Ropes-lashing Knowledge & Understanding: Making a spark Flora & Fauna: Clearing land/foraging</p>	NA	<p>Fun and games in the woods-circle/trusts games</p> <p>Skills: Using a palm drill Knowledge & Understanding: Signs of spring SPICES: Team work</p>	<p>Fun and games in the woods-circle/trusts games</p> <p>Skills: Fire lighting-foraging for fallen twigs Knowledge & Understanding: summer flowers SPICES: Story telling</p>
<p style="text-align: center;">PSHE (Katie)</p>	<p>The world I live Why am I unique? What makes us different? How can we be a good friend? What is bullying?</p>		<p>Changing and growing Human lifecycle Puberty – changes to boys/girls Consent and appropriate touch Appropriate relationships</p>	<p>Healthy lifestyles</p>
<p style="text-align: center;">PE</p>	<p>Session 1: gymnastics Session 2: team building</p>	<p>Session 1: hockey Session 2: yoga/ gymnastics</p>	<p>1st half term Session 1: team building games/ fundamental movement skills. - To be able to make simple decisions on how to use space and to avoid opponents. - To improve and apply their basic skills during games. - To develop basic game playing skills. Session 2: tennis - To be able to correctly hold a tennis racket and hit the ball. - To be able to use the tennis racket to hit a ball in a controlled manner towards a target.</p>	<p>1st half term Session 1 : athletics (long jump/ high jump/ long and short distance running) Session 2: cricket 2nd Half term Session 1: athletics (javelin/ shotput/ long and short distance running) Session 2: team building games/ fundamental movement skills.</p>

Forest Way School
KS2 Wider Curriculum Map 2020-21



			<ul style="list-style-type: none"> - To begin to be able to pass the ball to each other and receive from another person. - To begin to understand the rules of tennis and participate in a simple game. <p>2nd half term</p> <p>Session 1: cricket</p> <ul style="list-style-type: none"> - To be able to correctly hold a cricket bat and hit a stationary ball. - To be able to use the cricket bat to hit a rolling ball in a controlled manner towards a target. - To be able to throw a ball, underarm, towards a target. - To be able to work in pairs to throw a ball and return it with a cricket bat. - To begin to understand the rules of cricket and participate in a simple game. <p>Session 2: netball</p> <ul style="list-style-type: none"> - To use different methods to pass the ball towards a target. - To use different methods to pass the ball to another person and catch when received. - To use pass and catch the ball whilst moving towards the goal. - To begin to be able to shoot the ball into a netball hoop. - To begin to understand the rules of netball and participate in a simple game. 	
<p style="text-align: center;">Trips <i>Currently unavailable due to covid restrictions</i></p>				