Forest Way School
The Den Curriculum Map Key Stage 2

2022-23

	Autumn		Spring		Summer	
Time allocation	**Autumn 1 (7 weeks)**	**Autumn 2 (8 weeks)**	**Spring 1 (7 weeks)**	**Spring 2 (5 weeks)**	**Summer 1 (6 weeks)**	**Summer 2 (6 weeks)**
Theme	**During the War.**	**Explorers**	**Traders and Raiders.**	**Going Wild.**	**Time Traveller.**	**Think Green.**
Book Study	The Diary of Anne Frank When Hitler stole pink rabbit War horse My best friend the evacuee	Everest – The Remarkable Story of Edmund Hilary and Tenzing Norgay by Alexandra Stewart and Joe Todd-Stanton The Explorer – Katherine Rundell First to the top by David Hill	Beowulf by Michael Morpurgo	The Lost Words I am the seed that grew the tree	The Fox and the Ghost King Shakespeare Richard III	
Writing	Recount: Diary Entry Recount: Newspaper/Radio Article	Information Text: Explorer Fact File Adventure Story: The Explorer Katherine Rundell	Descriptive Writing – Character Descriptive - Setting	Poetry on a theme Nature Poetry – Acrostic Poetry – Haiku	Instructional text: Recognising Fake news Shakespeare: Play Script	Writing a Letter Persuasive Writing
Maths	Place value Addition and subtraction Multiplication and Division	Fractions Measurements Geometry Statistics	Place value Addition and subtraction Multiplication and Division Statistics	Fractions Measurements Geometry	Place value Addition and subtraction Multiplication and Division Statistics	Fractions Measurements Geometry
Science	**Y 5/6: Light and sound** Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	**Y5/6: Properties and changes of materials** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the	**Y 5/6: Forces** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	**Year 5/6 Living things and their habitats** 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	**Year 5/6 Animals, including humans** Describe the changes as humans develop to old age Notes and guidance (non-statutory) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.	**Year 5/6 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 Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a

		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, an that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.				simple circuit in a diagram using recognised symbols. Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.
Computing	**Internet safety:** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact **Digital literacy**: 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		**Digital Literacy** use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content **Using software**: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		**Computer science:** design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output **Coding**: use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
History	**<u>Year 5/6 Study of aspect in British History beyond 1066 – World War II</u>** <u>The outbreak of war -</u> I can explain why World War II began and order events from early World War II on a timeline. <u>Life as an evacuee -</u> I can use sources to understand why evacuation took place during World War II. <u>Rationing -</u> I can describe how people's diets were different during World War II and answer questions about the implementation of rationing. <u>The role of women</u> - I can find out about women's wartime jobs and describe what they entailed in detail <u>The Holocaust</u> - I can explain what the Holocaust was and describe some events that happened.		**<u>Year 5/6 The Viking and Anglo Saxons</u>** <u>Viking Raids and Invasion -</u> To understand where the Vikings came from. (Annotate maps) <u>Viking Raids and Invasion</u> - To understand how and why the Vikings invaded Britain. (Timeline) <u>Resistance by Alfred the Great and Athelstan, first king of England</u> - To understand how some kings in Britain dealt with the Viking invaders. (Comprehension/Role play) <u>Viking Life</u> – To understand how Vikings lived and worked. (Various activities) <u>Further Viking invasions</u> - To understand what happened during the Viking invasions and know what Viking warriors were like. (Make weapon prototypes/Forest School make weapons) <u>Viking Life</u> - To identify and describe Viking artefacts. (Research) <u>Viking Gods</u> - To know some Viking gods and what they represent		**<u>Year 5/6 Local History – War Of The Roses/ Battle of Bosworth</u>** <u>Local History</u> - To know what happened at the Battle of Bosworth and understand how medieval Bosworth fits into the local landscape. <u>Archaeology</u> - To develop an understanding of archaeological processes. <u>War of the Roses</u> - To understand why there was a battle and how it relates to the Wars of the Roses and how the battle changed English history. <u>King Richard III</u> - To identify significant people related to the battle. <u>Timeline</u> - To develop an understand of the timeline of events at Bosworth.	

Geography		**Year 5/6 Geographical skills and fieldwork** To understand what maps, atlases, globes and digital/computer mapping are. To understand and be able to use the eight points of a compass. (Christopher Columbus) To understand four/six gird references, symbols and key. To locate countries and describe features studied To use digital mapping tools to plot Scott's journey. To use maps to track Amelia Earhart's journeys, e.g. across the Atlantic or across the United States of America, identifying key places that she passed. To write a set of instructions using grid references/compass.		**Year 5/6 Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of Scandinavia (a region in a European country)		**Year 5/6 Geographical skills and fieldwork** use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
RHSE	RHSE A happy home. PSHE – Teams and Triumphs	RHSE Healthy Relationships. PSHE – A Healthy Diet	RHSE Bullying PSHE – Sleep and Exercise	RHSE Friend or Foe PSHE – Friend or Foe	RHSE Friendly and too Friendly PSHE – First Aid	RHSE Keeping Healthy – Exercise PSHE – Fit or Fat
RE		**<u>Why are festivals important to religious communities</u>** To identify different celebrations that pupils have experienced. To recognise and recall the Christian celebration of Harvest To learn about the story of Lakshmi and the Washer woman. To be introduced to Eid el Adha and Eid el Fitr the beginning and end of Ramadan. To learn about the Jewish festival of Pesach. To express what we have learnt about celebrations.		**<u>Why do some people think life is a journey</u>** To experience and explore the meaning of life as a journey. To experience significant events that occur in Christian lives. To experience and learn about a Bar Mitzvah , an important part of becoming a Jewish adult. To recall the Hindu key vocabulary dharma, karma and moksha used in their journeys as Hindus. To use questions to ask and to find out about marriage ceremonies in different religions. To find out if there are similarities and differences to the journey of life for Christians, Hindus and Sikhs.		**<u>Key Question: What does it mean to be a Christian in Britain today?</u>** How do Christians show their beliefs in the home? What do Christians do to show their beliefs at Church? How and why do different Christians use music in worship? How and why do different Christians celebrate holy communion? How do Christians make a difference in their local community? Why do people stand up against injustice because of their religion?
Music	**Music Therapist**	**Music Therapist**	**Music Therapist**	**Music Therapist**	**Music Therapist**	**Music Therapist**
Art & DT Forest Way Scheme of Work	**DT -** Graphics **DT- Design and make relating to WW2 Topic.** 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,	**Art Technique:** Watercolours **Art Technique:** Pencil Observational drawings linked to topic: To create sketch books to record their observations and use them to review and revisit ideas	**Art Technique:** Paint and Collage Roy Lichenstein – Finding out more about Pop Art and creating our own pieces of Art using paint and collage.	**DT Focus:** Woodwork **DT- Design and make relating to Going Wild Topic** **Research, Design, Make and Sell Mini Wooden Bug Hotels.** 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	**Art Technique:** Charcoal **Camargo** - Draw inspiration from the abstract artist Camargo and use charcoals to create a new still life piece. **Art Technique:** Clay	**DT Focus:** Sewing **Research, Design, Make and Evaluate a wallet made from recycled materials.** 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

	cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make 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			discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make 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	Antony Gormley – Looking at the sculpture the Angel of the North and sketching our own designs to sculpt our own models with clay.	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make 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
Food technology/ life skills	**Focus: Rationing in 1940's Britain** **Develop skills to follow a symbolised recipe to combine ingredients together, using mixing, pouring, and weighing skills.** To prepare and cook a variety of savoury dishes.	**Focus: Exploring food from around the world!** **Use a range of different cooking techniques from around the world, follow symbolised recipes to apply these techniques.** To use a range of cooking techniques.	**Focus: Many uses of Bread.** **Follow symbolised recipe to combine ingredients to make different types of bread.** Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	**Focus: Home Cooking!** **Understanding how to find our way around a kitchen, using equipment and being safe in the kitchen to make simple food and drinks at home.** Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	**Focus: Food from the start.** **Finding out where our food comes from, how and where it is produced and creating balanced meals.** To understand and apply the principles of a healthy and varied diet	**Focus: Think Green Cooking.** **Tasting and making meals from a variety of foods that can be grown.** To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
PE	**Fundamental Movement Skills** To practise fundamental movement skills in a range of advanced contexts. To begin to implement fundamental movement skills into isolated, sporting practises. To practise producing fluent, organised movement and skill into isolated practises. To begin to use specific sporting equipment in isolated practises, safely and appropriately. Demonstrates strength, balance, and coordination in lunchtime activities. **Striking Games** To begin to implement the fundamental movement skills: co-ordination and reaction time into isolated throwing practises. To begin to implement the fundamental movement skills: speed and balance into isolated running practises. To begin to implement the fundamental movement skills: power into isolated bating practises. To begin to understand the basic concepts of striking games (two teams, scoring systems). To begin to develop emotional resilience regarding the concept of winning and losing.	**Invasion Games** To begin to implement the fundamental movement skills: co-ordination, power, and reaction time into isolated passing practises, To begin to implement the fundamental movement skills: speed and balance into invasion game movement styles. To begin to understand the concept of invasion games (attacking and defending team). To begin to develop emotional resilience regarding the concept of winning and losing. **Gymnastics** To combine and rehearse different movements with developing fluency. Practises a clear starting position at the start of a routine, responding to a cue to begin. Can follow a simple sequence between 3 to 5 movements. Begins to work in a small team to create a routine with modelling. Displays an awareness of space and obstacles during movements	**Dance** Displays a distinction in appropriate movements to a variety of music and rhythms. To implement simple dance movements into a sequence. To begin to recall vocabulary of movements into specific dance-based movements. To begin to explore a variety of specific dance movements. To develop and demonstrate enjoyment of using the body to move in creative and expressive ways.	**Net Games** To begin to implement the fundamental movement skills of co-ordination and reaction time into throwing net related activities. To begin to implement the fundamental movement skills: speed and balance into net game movement practises. To begin to understand the basic concepts of net games (two teams, a net, scoring system). To begin to practise a variety of sport specific passing. To begin to develop emotional resilience regarding the concept of winning and losing	**Athletics** To begin to apply fundamental movement skills, into a range of athletic based activities. To practise and begin to apply a variety of skills for athletic throwing disciplines, including grip, body positioning, pace and release (standing long jump, triple jump, and high jump etc). To practise and begin to apply a variety of running techniques for a range of short and long-distance athletic track events, including coordination, running fluency, body positioning, stride, pace and acceleration (sprint hurdles, 100m and long distance etc). To practise and begin to apply a variety of techniques in a range of jumping events, including, take-off and landing, explosive power, body positioning, jumping from height and a range of apparatus (speed bounce, standing long jump, triple jump, and high jump). To begin to evaluate and analyse individual performance to improve athletic ability and personal bests.	**Outdoor Adventurous Activities** To develop confidence in exploring and navigating the environment, with a set goal. To continue to develop movement and balance through riding scooters, trikes, and bikes, with set goals. To begin to respond to and give directional based instructions, including 'forward' and 'backward'. To experience basic, outdoor navigational activities working in a team. To continue to develop boundaries and safety awareness