Oasis Academy Don Valley – Curriculum Map KS2 2019.20

Year Group Year	Half Term 1 8 weeks	Half Term 2 7 weeks	Half Term 3 6 weeks	Half Term 4 5 weeks	Half Term 5 6 weeks	Half Term 6 8 weeks
Whole Academy Theme	So it Begins… Literacy	Time Travelers History	Dreams and Goals P.S.H.E.	Eat Well, Move More Science	Nature and Beyond Art/D.T./Science	The World We Live In Geography
Name of project						
'Hook' – first-hand experience	Victorian Classroom Revisited Railway Museum	Viking Raiders Workshop	Yorkshire Sculpture Park	Health Visitor	Grimms Writing Workshop	Plan a trip to the city
Parental engagement event/session/exhibition	Oliver Twist Production	Create Viking Shields and Protection	Story time with parents	Promoting healthy eating presentation (linked to computing presentation)	Showcase of writing book and artwork	Parent show and share
Curious Questions	Who invented the first steam train? How has transport changed through the times? What was it like to live in London in the nineteenth century? What was it like to live in the workhouse?	What was it like living in the Viking era? How does this differ to how we live today? How did the Vikings protect themselves?	Who was the first women to fly? How did she achieve this? What problems did she face?	What problems did the Bubble boy face? How has medicine developed over time?	Who could live here? How does the place make you feel?	How is our locality different to others? How has navigation changed?
PSHE – Jigsaw 9 habits Oasis Ethos	Being Me in My World • Becoming a Class Team • Being a School Citizen • Rights, Responsibilities and Democracy • Rewards and Consequences	Celebrating Differences • Accepting that everyone is different • Including others when working and playing	Dreams and Goals • Stay motivated when doing something challenging • Keep trying even when its difficult	Healthy Me • Know how to make a healthy choice within my friendship groups • Understand dynamics	Relationships • Identify the web of relationships we are part of • Identify why someone is special to me	Changing Me • Understanding that characteristics are passed down by birth parents • Understand how the circle of change

	• Work as a group to make decisions • Understand how democracy and having a voice benefits the school community	• Know how to help if someone is being bullied • Try to solve problems • Try to sue kind words • Know how to give and receive compliments	• Work well in a partner group • Have a positive attitude • Help others to achieve their goals • Working hard to achieve dreams and goals	between people in different groups • Understand the facts about smoking and the effects on health • Understand facts about alcohol and the effects on health • Understand what healthy friendship is • Gain a clear picture of what they believe is right and wrong.	• Talk about people we no longer see • Explain different points of view on animal issues • Understand how people feel when they have a special pet • I know how to show love and appreciation to the people and animals that are special to me	works and can apply it to changes I want to make in my life • Identify changes that are outside my control and learn how to accept them • Understand how your body changes over time
Safeguarding	-Empathy -How my actions effect others -Having a voice	-Bullying -Disabilities		-Smoking -Alcohol -Raising feelings of shame and guilt -Having a clear picture of right and wrong.	-Healthy relationships	-Labelling internal and external body parts -Periods
Key Text	Oliver Twist-Charles Dickens	The Saga of Erik the Viking – Terry Jones	The Fantastic Flying Books of Morris Lessmore- W E Joyce	The Bubble Boy-Stewart Foster	The Rabbits-Marsden and Tan	The Street Beneath My Feet- Guillan and Zimmer
English (Reading)	Reading content domains					
English (Writing)	Describe characters through action	Non-chronological report in the voice of a time traveller.	Alternative Fairy tales	Poetry	Fantasy Stories	Travel Booklet in the style of Gullian and

	Rewrite Oliver Twist story Role play			Letter writing with different formalities		Zimmer based on their trip to the city
SPaG Phonics	**Revisit and Review:** Revise strategies at the point of writing. **Teaching rarer GPCs:** Revise /eɪ/ sound spelt ei, eigh, or ey, words with the /ʃ/ sound spelt ch, The /ʌ/ sound spelt ou (all from Y3) **Word endings:** Words with endings sounding like /ʒə/ or /tʃə/ eg measure **Prefixes and Suffixes:** Prefixes in-, il-, im-. Suffixes: Adding suffixes beginning with vowel letters to words of more than one syllable –ing, -en, -er, -ed. **Homophones**:,peace/piece, main/mane, affect/effect. **Apostrophe:** Possessive apostrophe with plural words eg girls', boys', babies'. **Proof reading:** Teach proof reading strategies eg Spuddy work; spelling buddies. Plural s and possessive s Fronted adverbials Noun phrases Use paragraphs to organise ideas around a theme. Use inverted commas to indicate direct speech. Apostrophes to mark singular and plural possession. Appropriate choice of pronoun or noun.		**Revisit and Review:** Y3 Rarer GPCs. **Teaching rarer GPCs:** From Y3/4 word list – guard, guide. **Word endings:** Words with endings sounding like /ʒə/ or /tʃə/ eg creature,furniture. Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, – cian eg invention, comprehension, expression, magician. **Prefixes and Suffixes:** Prefixes: ir-, inter-, anti-. Suffixes: The suffix –ation eg sensation, preparation. **Homophones**: scene/seen, male/mail,bawl/ball. **Apostrophe:** Possessive apostrophe with singular proper nouns eg Cyprus's population. **Proof reading:** Using a dictionary to check spellings after writing –first two or three letters. Plural s and possessive s Fronted adverbials Noun phrases Use paragraphs to organise ideas around a theme. Use inverted commas to indicate direct speech. Apostrophes to mark singular and plural possession. Appropriate choice of pronoun or noun.		**Revisit and Review:** Revise prefixes from Y3: un-dis-, mis-, re-, pre-, sub-, tele-, super-, auto. Focus where needed. **Teaching rarer GPCs:** Words with the /s/ sound spelt sc (Latin in origin) eg science **Word endings:** Endings which sound like /ʒən/ -sion eg division, confusion. **Prefixes and Suffixes:** Suffixes: The suffix –ly. Teach the exceptions eg y changed to i, le ending changed to ly, ic ending changed to –ally.The suffix –ous eg poisonous, outrageous. **Homophones**: whether/weather, fair/fare, medal/meddle. **Apostrophe:**, Revise contractions from Y2 and plural apostrophe rules. **Proof reading:** Check writing for mis-spelt words which are on the Y3/4 word list. Plural s and possessive s Fronted adverbials Noun phrases Use paragraphs to organise ideas around a theme. Use inverted commas to indicate direct speech. Apostrophes to mark singular and plural possession. Appropriate choice of pronoun or noun.	
Maths	Place Value Addition and subtraction	Measurement- length and perimeter Multiplication and division	Multiplication and Division Area	Fractions and Decimals	Decimals Money Time	Statistics Property of Shapes Position
Science	**Science** *Electricity*	**Science** *Working Scientifically (electricity focus from previous half term)*	**Science** *Sound* Identify how sounds are made,	**Science** *Animals including Humans*	**Science** *Living Things* Recognise that living things can be	**Science** *States of Matter* Compare and group materials together,

	Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and name its basis parts, including cells, wires, bulbs, switches and buzzers. 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.	Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. *Working Scientifically* Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Gathering, recording, classifying and presenting data in a	Describing the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identify producers, predators and prey.	grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	according to whether they are solids, liquids or gases. 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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. *Working Scientifically* Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences similarities or changes related to simple

			variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.			scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.
Foundation subjects Computing Art Design and technology History Geography Music PE RE	**History** *Railways* I can plot events on a timeline using centuries. I can use my mathematical skills to round up time differences into centuries and decades.	**History** *Anglo Saxons/Vikings* I can explain how the lives of wealthy people were different from the lives of poorer people. I can explain how historic items and artefacts can be used to help build up a picture of life in the past.	**Geography** I can carry out research to discover features of villages, towns or cities. I can explain why people may be attracted to live in cities. I can explain why people may choose to live in one place rather than another.	**History** *Non – European society* I can explain how an event from the past has shaped our life today. I can research two versions of an event and explain how they differ. I can research what it was like for children in a given period of history and present my findings to an audience.	**Geography** I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). I can locate the Tropic of Cancer and Tropic of Capricorn.	**Geography** I can plan a journey to a place in England. I can explain the difference between the British Isles, Great Britain and the United Kingdom. I know the countries that make up the European Union. I can find at least six cities in the UK on a map. I can name and locate some of the main islands that surround the United Kingdom. I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.

	Art and Design I can show facial expressions and body language in sketches and paintings. I can use marks and lines to show texture in my art. I can use line, tone, shape and colour to represent figure and forms in movement. I can show reflections in my art. **Music** I can identify the character in a piece of music. **Computing** *Algorithms and programming* I can experiment with variables to control models. I can give an on-screen robot specific instructions that takes them from A to B.	**Art and Design** I can explain some of the features of art from historical periods. **Design Technology** I can use ideas from other people when I am designing. I can produce a plan and explain it. I can evaluate and suggest improvements for my designs. **Music** I can perform a simple part rhythmically. I can sing songs from memory with accurate pitch. PE develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics	**Art and Design** I can sculpt clay and other mouldable materials. **Computing** *Information technology* I can select and use software to accomplish given goals. I can collect and present data. I can produce and upload a pod cast. **Computing** *Algorithms and programming* I can experiment with variables to control models. I can give an on-screen robot specific instructions that takes them from A to B. I can make an accurate prediction and explain why I believe something will happen (linked to programming).	**Art and Design** I can integrate my digital images into my art. I can experiment with the styles used by other artists. **Design Technology** I know how to be both hygienic and safe when using food. **Music** I can improvise using repeated patterns. I can use notation to record and interpret sequences of pitches. I can use notation to record compositions in a small group or on my own. I can explain why silence is often needed in music and explain what effect it has. **PE** use running, jumping, throwing	**Art and Design** I can print onto different materials using at least four colours. **Computing** *Digital literacy* I recognise acceptable and unacceptable behaviour using technology. **Music** I can identify and describe the different purposes of music. I can begin to identify the style of work of Beethoven, Mozart and Elgar. **PE** take part in outdoor and adventurous activity challenges both individually and within a team **RE** Experience well told story-telling, and	Design Technology I can evaluate products for both their purpose and appearance. I can explain how I have improved my original design. I can present a product in an interesting way. I can measure accurately. I can persevere and adapt my work when my original ideas do not work. PE Use running, jumping, throwing and catching in isolation and in combination RE Find out about some interesting examples

	I can make an accurate prediction and explain why I believe something will happen (linked to programming). I can de-bug a program. **PE** - swim competently, confidently and proficiently over a distance of at least 25 metres _ use a range of strokes effectively such as front crawl, backstroke and breaststroke _ perform safe self-rescue in different water-based situations. **RE** Respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2) Respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning	_ perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best **RE** Respond thoughtfully to Muslim teaching about Prophet Muhammad[PBUH] and the revelation of the Qur'an, learning from selected stories of his life (hadith), and making connections between Muslim teaching and Muslim practice (e.g. in the 5 Pillars) (A2); Respond thoughtfully to stories about the birth, search and enlightenment of the Buddha (A2) Use their thinking about stories of Moses, the Buddha, Jesus or Muhammad to explore how Jews,	I can de-bug a program. **PE** play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending **RE** Experience well told story-telling, and develop their own skills as story tellers in relation to 'great lives' in religious story (A2) Describe the lives of some inspirational spiritual and leaders from the modern world (A2) Understand how key leaders can be sources of wisdom	and catching in isolation and in combination **RE** Explore the lives of key religious leaders from contemporary life, describing the challenges they have faced and the commitments by which they lived (B2) Apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration (C1)	develop their own skills as story tellers in relation to 'great lives' in religious story (A2) Describe the lives of some inspirational spiritual and leaders from the modern world (A2) Understand how key leaders can be sources of wisdom for religious believers (A2) Explore the lives of key religious leaders from contemporary life, describing the challenges they have faced and the commitments by which they lived (B2) Apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration (C1)	of religious pilgrimages, gathering knowledge and developing understanding (A1) Consider why people go on pilgrimages. They use a range of exciting stimuli to find out about pilgrimages, and make some connections between Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. They might imagine planning a pilgrimage in detail to show they can connect spiritual ideas with religious practice (A1); Linking to English, pupils find out more about different forms of worship, prayer and meditation in different communities, and write creatively and thoughtfully some songs, prayers or meditations suited to

	from stories of his life, teaching and example, connecting stories about Jesus to Christian beliefs (A2) Consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama, weighing up the effectiveness of the different media (A3)	Christians and Muslims today celebrate key events from their history (e.g. in Passover, Lent or Ramadan) (B3) Discuss and present thoughtfully their own and others' views about the ways in which leaders in religions inspire their followers, connecting to human rights (C1)	for religious believers (A2)			particular occasions and communities (B3) Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or world view, reflecting on their work on pilgrimage, symbol and religious expression. For example, pupils might plan a pilgrimage / 'spiritual journey' for younger children around the school grounds (C1).
Festivals and celebrations	• International Literacy Day (8 September) • Roald Dahl Day (13 September) • Jeans for Genes (week begins 16 September) • International Day of Peace (21 September) • European Day of Languages (26 September) • Rosh Hashanah (begins 29 September) • Rosh Hashanah (ends 1 October) • Black History Month (begins 1 October) • Walk to School Day (2 October)	• Hallowe'en (31 October) • All Saints' Day (1 November) • Guy Fawkes Day (5 November) • World Science Day (10 November) • The Prophet Muhammad's birthday (10 November) • Armistice/Remembrance Day (11 November) • Anti-Bullying Week (begins 11 November) • Birthday of Guru Nanak (12 November) • Road Safety Week (begins 18 November)	• World Religion Day (19 January) • Dr Martin Luther King Jr Day (20 January) • Burns Night (25 January) • Chinese New Year (25 January) • Holocaust Memorial Day (27 January) • LGBT History Month (starts 1 February) • Charles Dickens' birthday (7 February) • Tu B'Shevat (Arbor Day) (10 February) • Darwin Day (12 February)	• Shrove Tuesday (25 February) • Ash Wednesday (Lent begins) (26 February) • Women's History Month (starts 1 March) • St David's Day (1 March) • World Book Day (5 March) • British Science Week begins (6 March) • International Women's Day (8 March) • Holi Purim 10 March) • Pi Day (14 March) • St Patrick's Day (17 March)	• Yom HaShoah (21 April) • Earth Day (22 April) • Stephen Lawrence Day (22 April) • St George's Day (23 April) • Shakespeare's birthday (23 April) • Ramadan begins (24 April) • May Day (1 May) • World Press Freedom Day (3 May) • Bike to School Day (6 May) • International Day against Homophobia, Transphobia, and Biphobia (17 May)	• World Environment Day (5 June) • Anniversary of D-Day (6 June) • World Oceans Day (8 June) • Millicent Garrett Fawcett's birthday (11 June) • World Refugee Day (20 June) • Father's Day (21 June) • Windrush Day (22 June)

	• World Space Week (begins 4 October) • National Braille Week begins (7 October) • Yom Kippur begins (8 October) • Yom Kippur ends (9 October) • Sukkot begins (13 October)	• Disability History Month (begins 22 November) • St Andrew's Day (30 November) • Advent (begins 1 December) • International Day for the Abolition of Slavery (2 December) • Human Rights Day (10 December) • Jane Austen's birthday (16 December) • Hanukkah (begins 22 December) • Christmas Day (25 December)	• Valentine's Day (14 February)	• World Poetry Day (21 March) • World Water Day (22 March) • Mother's Day (22 March) • Isra and Mi'raj (22 March) • World Autism Awareness Day (2 April) • Palm Sunday (5 April) • World Health Day (7 April) • Passover (begins 8 April) • Maundy Thursday (9 April) • Good Friday (10 April) • Easter Sunday (12 April) • Easter Monday (13 April)	• Ramadan (ends 23 May) • Eid ul-Fitr begins (24 May)	
Whole Academy events	Parent talks Parents evening	Christmas Production Theatre visit Christmas Dinner Road safety Week	Chinese new year Parents evening	Mother's day dinner World Book day Sports relief	St Georges day Sheffield Book awards	Sheffield Book awards continued Father's day dinner Summer celebration - TBC Sports day