

Clearwell C of E School KS2 Curriculum Map

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|--------------|----------------|----------------|----------------|----------------|
| Year | 2024-25 | 2025-26 | 2026-27 | 2028-29 |
| Cycle | A | B | C | D |

| Subject | Scheme/Progression | Cycle |
|--------------------------|---------------------------------|--|
| Science | Grammarsaurus | Two year cycle; Y3&4 taught separately to Y5 & 6 |
| PSHCE | CORAM/SCARF | |
| RE | Gloucestershire Agreed Syllabus | Four year cycle; KS2 taught together |
| History | Grammarsaurus | |
| Art & Design | | |
| Geography | Kapow | |
| Design Technology | | |
| Computing | | |
| PE | Prostars | Y3&4 and Y5&6 taught separately for one lesson and together for one lesson |
| MFL (French) | Grammarsaurus | Two Year Cycle; KS2 taught together |

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|----------------|----------------|-----------|-------------------------------|-----------------------------------|---------------------|--------------------------------------|------------------|-----------|
| Cycle A | Science | RE | History/ Geography | Art/ Design Technology | Music/French | PSHCE (LKS2: Y4 UKS2: Y6) | Computing | PE |
| Term | | | | | | | | |

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|-----------------|---|---|--|--|--|----------------------------|---|---|
| Autumn 1 | Year 3 and 4 : Rocks (Y3) Year 5 and 6 – Living Things and their Habitats (Y5) | U2.2 Creation and Science: conflicting or complementary? | History: How did England change during the settlement of the Anglo- Saxons and Vikings? | Art Y3 Monochrome - How do artists draw faces? | Music: Blues | Me and My Relationships | <i>Online Safety</i> | Invasion Games Striking & Fielding |
| Autumn 2 | Year 3 and 4: States of matter (Y4 unit) Year 5 and 6 – To understand evolution and inheritance (Y6) | U2.3 How and why do Christians follow the example of Jesus? | | DT Electrical systems: Doodlers (Y5) | French: Greetings, numbers & date My family | Valuing Difference | <i>Programming</i> Programming Scratch | Net Games: Accuracy & rallies Gymnastics: Travelling |
| Spring 1 | Animals including humans (Y3) Year 5 and 6 – To investigate materials (Y5) | U2.5 Why might Hindus want to be good? | Geography: What are the key geographical features of the UK and my region? | Art Y3 Chromatic - What is illustration? | Music: Looping and remixing | Keeping Safe | <i>Programming 1</i> Further coding with scratch | Gymnastics: Complex sequences Invasion Games: Dribbling & Teamwork |
| Spring 2 | Year 3 and 4: Plants (Y3) Year 5 and 6 – To investigate living things (Y6) | U2.8 How do Muslims decide what is right and wrong? | | DT Wearable technology (Y3) | French: Greetings, numbers & date Pets & animals | Rights and Respect | <i>Programming 2</i> <i>Computational Thinking</i> | Invasion Games Invasion to score (Football & Hockey) Dance: Street Dance |

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|------------------------|---|--|---|--|---|-----------------------------|--|--|
| <p>Summer 1</p> | <p>Living thing and Habitats (Y4) unit</p> <p>Year 5 and 6 - To understand the earth's movement in space (Y5)</p> | <p>U2.11 How might someone's worldview affect how they view and treat the natural world?</p> | <p>History: What were the greatest achievements of the Ancient Greeks?</p> | <p>Art Sculpture with Clay (Y3) - How can where you live impact you as an artist?</p> | <p>Music:</p> <p>Whole class instrumental lessons: South Africa</p> | <p>Being my Best</p> | <p><i>Programming</i></p> <p>Programming Music</p> | <p>Striking & Fielding:</p> <p>Cricket</p> <p>Swimming</p> |
| <p>Summer 2</p> | <p>Consolidation – focus on working scientifically</p> | <p>U2.11 Why do some people believe in God and some people not? OR</p> <p>U2.10 What matters most to Humanists and Christians?</p> | | <p>DT Developing a recipe (Y5)</p> | <p>French:</p> <p>Greetings, numbers & date</p> <p>Sport & Hobbies</p> | <p>Growing and Changing</p> | <p><i>Programming</i></p> <p>Intro to Python</p> | <p>Athletics</p> <p>Swimming</p> |

Clearwell C of E School KS2 Curriculum Map

| Cycle B Term | Science | RE | History/ Geography | Art/ Design Technology | Music/French | PSHCE (LKS2: Y3 UKS2: Y5) | Computing | PE |
|-------------------------|---|--|--|---|--|--------------------------------------|---|--|
| Autumn 1 | Year 5 & 6 – To understand light & seeing (Y6) Year 3 & 4 - Light (Y3) | What might Christians learn from the Old Testament about how to live? | History: Why was the battle of Britain a significant turning point for the UK in WW2? | Art Y4 Monochrome – How do artists draw perspective? | Music: Songs of WW2 | Me and My Relationships | <i>Online Safety</i> | Games (Invasion) W1: Passing for possession-invasion basketball and football W2: Rolls and concepts-invasion football and netball |
| Autumn 2 | Year 5 & 6 – Electricity (Y6) Year 3 & 4 – Electricity (Y4) | Why is Muhammad important to Muslims today? | | DT Textiles: Waistcoats (Y6) | French: Greetings, numbers & date The body & colours | Valuing Difference | <i>Data Handling</i> Comparison cards databases | Gymnastics: W1: Travelling W2: Balances |
| Spring 1 | Year 5 & 6- Forces & magnets (Y5) Year 3 & 4 - Forces & Magnets (Y3) | Do all Christians believe and behave in the same way? Exploring diversity. | Geography: What is the economic activity of the UK and how sustainable is it? | Art Y4 Chromatic - Why do artists keep sketchbooks? | Music: Caribbean instrumental lessons | Keeping Safe | <i>Data Handling</i> <i>Investigating weather</i> | Dance: Street Dance Choreographing own routines |
| Spring 2 | Year 5 & 6 – To understand animals & humans (Y5) | What do Muslims believe about God and how do they respond? | | DT Structure: Playgrounds (Y6) | French: Greetings, numbers & date Food | Rights and Respect | <i>Data Handling</i> <i>Mars Rover 1</i> | Games Invasion (Quidditch) Outdoor Adventure |

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|-----------------|--|---|--|--|---|----------------------|--|---|
| | Year 3 & 4 – Sound (Y4) | | | | | | | W1: Thinking aloud W2: Leadership |
| Summer 1 | Year 5 & 6 - To understand animals & humans (Y6) Year 3 & 4 – Animals including humans (Y4) | How and why do people (in three traditions) use ceremonies to show their commitments? | History: How has crime and punishment changed over time in Britain? | Art Sculpture with Clay (Y4) - What can pottery tell us about the past? | Music: Film Music | Being my Best | <i>Data Handling</i> Big Data 1 | Games Striking & Fielding (Cricket) Track & Field Athletics Swimming |
| Summer 2 | Consolidation - focus on working scientifically and misconceptions | What is the 'golden rule', and how might it be put into practice by people from different religious and non-religious worldviews? | | DT Digital world: Navigating the world (Y6) | French: Greetings, numbers & date School Subjects | Growing and Changing | <i>Skills showcase</i> Mars Rover 2 | Games Net & Wall (Tennis) Track & Field Athletics Swimming |

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| Cycle C Term | Science | RE | History/ Geography | Art/ Design Technology | Music/French | PSHCE (LKS2: Y4 UKS2: Y6) | Computing | PE |
|-------------------------|--|---|--|--|--|--------------------------------------|--|---|
| Autumn 1 | Year 3 and 4 : Rocks (Y3) Year 5 and 6 – Living Things and their Habitats (Y5) | How do Jews in England celebrate festivals, and how does this show what matters to them? | History: What were the greatest achievements of Ancient Egypt? | Art: Monochrome - What mistakes can artists make when drawing faces? | Music: Rock and Roll | Me and My Relationships | <i>Online Safety</i> | Games (Invasion) |
| Autumn 2 | Year 3 and 4: States of matter (Y4 unit) Year 5 and 6 – To understand evolution and inheritance (Y6) | What is it like to be a Humanist in the UK today? | | DT Cooking and nutrition: Eating seasonally (Y3) | French: Greetings, numbers & date My family | Valuing Difference | <i>Creating media</i> Video trailers | Gymnastics: |
| Spring 1 | Animals including humans (Y3) Year 5 and 6 – To investigate materials (Y5) | What do Christians learn from the Creation narrative? | Geography: What are the similarities and differences between my region and Campania, Italy? | Art Chromatic - Can art help save the planet? | Music: North America instrumental lessons | Keeping Safe | <i>Creating media</i> Stop Motion Animation | Dance: From other cultures |
| Spring 2 | Year 3 and 4: Plants (Y3) Year 5 and 6 – To investigate living things (Y6) | What beliefs do Hindus hold about the Supreme Being? | | DT Wearable technology | French: Greetings, numbers & date Pets & animals | Rights and Respect | <i>Computing and network Systems</i> Networks | Games Invasion Outdoor Adventure |

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|------------------------|---|--|---|--|--|-----------------------------|--|--|
| <p>Summer 1</p> | <p>Living thing and Habitats Yr 4 unit</p> <p>Year 5 and 6 - To understand the earth's movement in space (Y5)</p> | <p>For Christians, what kind of world did Jesus want?</p> | <p>History: How did the Roman empire impact Britain?</p> | <p>Art Sculpture with Clay - How can flowers inspire artists?</p> | <p>Music: Adapting and transposing music</p> | <p>Being my Best</p> | <p><i>Computing and network Systems</i></p> <p>Journey Inside a computer</p> | <p>Games Striking & Fielding</p> <p>Track & Field Athletics</p> <p>Swimming</p> |
| <p>Summer 2</p> | <p>Consolidation – focus on working scientifically</p> | <p>What brings people meaning and purpose in life? Case studies from three worldviews (plus pupils' own)</p> | | <p>DT Structures: Constructing a castle</p> | <p>French: Greetings, numbers & date</p> <p>Sport & Hobbies</p> | <p>Growing and Changing</p> | <p><i>Skills</i> showcase</p> <p>HTML</p> | <p>Games Net & Wall</p> <p>Track & Field Athletics</p> <p>Swimming</p> |

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| Cycle D Term | Science | RE | History/ Geography | Art/ Design Technology | Music/French | PSHCE (LKS2: Y3 UKS2: Y5) | Computing | PE |
|-------------------------|---|---|--|--|---|--------------------------------------|---|---|
| Autumn 1 | Year 5 & 6 – To understand light & seeing (Y6) Year 3 & 4 - Light (Y3) | What influence does believing in God as Trinity have for Christian worldviews? | History: How did daily life change in Britain from the Stone Age to the Iron Age? | Art Monochrome - How can we find our own style of drawing? | Music: Ballads | Me and My Relationships | <i>Online Safety</i> | Games (Invasion) |
| Autumn 2 | Year 5 & 6 – Electricity (Y6) Year 3 & 4 – Electricity (Y4) | How does Hajj show what matters to Muslims in Britain? | | DT Structure: Pavilions | French: Greetings, numbers & date The body & colours | Valuing Difference | <i>Computing and network Systems</i> Collaborative Learning | Gymnastics: |
| Spring 1 | Year 5 & 6- Forces & magnets (Y5) Year 3 & 4 - Forces & Magnets (Y3) | How does the Torah influence Jewish people today? | Geography What are the similarities and differences between my region and the Western United States? | Art Chromatic - How realistic do portraits need to be? | Music: South America instrumental lessons | Keeping Safe | <i>Computing and network Systems</i> Search Engines | Dance: From other cultures |
| Spring 2 | Year 5 & 6 – To understand animals & humans (Y5) Year 3 & 4 – Sound (Y4) | Why might the belief that Jesus 'saved' people be so important for many Christians? | | DT Mechanical systems: Making a slingshot car | French: Greetings, numbers & date Food | Rights and Respect | <i>Computing and network Systems</i> Bletchley Park and the History of computers | Games Invasion Outdoor Adventure |
| Summer 1 | Year 5 & 6 - To understand | How do non-religious people understand and respond to the | History: What similarities and differences are there between | Art Sculpture with Clay - How | Music: Traditional | Being my Best | <i>Computing and network Systems</i> AI | Games Striking & Fielding |

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|-----------------|---|---|--|--|---|----------------------|---|--|
| | animals & humans (Y6) Year 3 & 4 – Animals including humans (Y4) | world and life? Exploring diverse responses, including Humanist | the Maya civilization and England from the 8th-10th century? | can food inspire artists? | instruments of Indian | | | Track & Field Athletics Swimming |
| Summer 2 | Consolidation - focus on working scientifically and misconceptions | How do organised and individual worldviews help people when times get hard? | | DT Electrical systems: Torches (Y4) | French: Greetings, numbers & date School Subjects | Growing and Changing | <i>Skills showcase</i> Inventing a product | Games Net & Wall Track & Field Athletics Swimming |