

KS2 Thematic Curriculum Overview 2024-2025

KS2 History / Geography Focus						
	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Focus	Rivers	Ancient Egyptian	North America	Stone Age	Mountains	Mayans
	<p>Children explore rivers as vital connectors shaping landscapes and defining unique places through fieldwork techniques and Ordnance Survey maps. By observing, measuring, recording, and presenting physical features in the local area, they gain insights into the geography of the United Kingdom. In Lechlade, for instance, children use local OS maps and digital resources to create and refine diagrams of the River Thames, comparing their maps with the actual landscape to identify both human and physical features. This hands-on experience deepens their understanding of a river's course and characteristics.</p>	<p>Children will explore the achievements of the earliest civilizations by examining where and when the first societies appeared, with a focus on Ancient Sumer and Ancient Egypt. They will learn about the pioneering developments of these early cultures, such as Sumer's invention of cuneiform writing and the wheel, and Egypt's advancements in architecture and religious practices, including the construction of the pyramids and mummification. Through engaging activities like creating models of Sumerian cities and exploring Egyptian artefacts, children will gain an understanding of how these ancient</p>	<p>In exploring North America, children will identify key geographical features such as the Tropics of Cancer and Capricorn, the Equator, and the Prime Meridian, understanding their significance for latitude, longitude, and time zones. They will examine the human and physical geography of regions like New York City and the Grand Canyon, learning about the continent's diverse climates and biomes, from the Arctic tundra to tropical Florida. Activities will cover the USA's time zones, major landmarks, and the environmental impacts of human activities, such as car use and conservation</p>	<p>Children will explore the Late Neolithic period by examining the transition from hunter-gatherer societies to early farming communities, focusing on the archaeological site of Skara Brae. They will learn how Neolithic people lived as hunter-gatherers before developing farming techniques that led to permanent settlements. Through the study of Skara Brae, children will discover how early farmers built homes, cultivated crops, and domesticated animals, gaining insights into their daily lives, tools, and community organisation. This topic helps children understand the significant changes in human societies during this era and the foundations of modern agriculture.</p>	<p>Children will explore fundamental elements of physical geography by studying mountains and the water cycle, making cross-curricular connections with Science. They will identify and locate counties and cities within the UK, recognising key topographical features like hills, mountains, coasts, and rivers, and understanding land-use patterns and their historical evolution. By learning to use compass directions, grid references, and symbols, children will develop mapping skills to explore the UK and the wider world. They will discover facts about mountain environments, such as the formation of mountain ranges and their climates, with a focus on features like Ben Nevis and the Grampian range. This topic will also cover major global mountain ranges, including the</p>	<p>Children will explore the nature of ancient civilisations by studying the Mayan civilisation as a non-European society that contrasts with British history. They will learn about the characteristic features of Maya society, including their advanced architectural achievements, intricate calendar systems, and complex social and political structures. By gaining a historically grounded understanding of abstract concepts like *empire* and *civilisation*, children will explore how the Maya developed their impressive cities, such as Tikal and Chichen Itza, and compare these with British historical developments. This topic will help children appreciate the diverse ways in which different societies organised themselves and left lasting legacies.</p>

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		societies organised themselves, made significant technological advancements, and left legacies that continue to influence the modern world.	efforts, fostering a connection to North America's vibrant landscapes and cultural landmarks.		Rockies, Andes, Alps, and Himalayas, and introduce concepts like Alpine climate and avalanches, deepening their appreciation for diverse landscapes and geographical data.	
Big Question	How do rivers impact communities?	What legacy did the Ancient Egyptians leave?	What would it be like to live in North America?	What would it have been like to live in the Stone Age?	How do mountains impact communities?	What legacy did the Mayans leave?
Visits/themed days		Pantomime				Residential 5/6 Activity Day ¾
Whole Class / Guided Reading Texts						
Key Texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Y3&4	Aut 1: Song of the Dolphin Boy by Elizabeth Laird Aut 2: The Ancient Egypt sleepover by Stephen Davies		The girl who helped thunder and other native American folktales by James and Joseph Bruchac	The Stolen Spear by Saviour Pirotta and Davide Ortu	Bigfoot Mountain by Roderick O'Grady	Oh Maya Gods! By Maz Evans
Y5&6	The Kane Chronicles – Rick Riordan		PAX - Sara Pennypacker	Wolf Brother – Michael Paver	Where the Mountains Meets the Moons – Grace Lin	Middle World – J&P Voelkel
Reading Focus By Phase						
Phase	Autumn		Spring		Summer	
Year 3/4	To begin to read Y3/Y4 exception words. To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).		To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books.		To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word. To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.	

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	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.</p> <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.</p> <p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.</p> <p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	
<p>Year 5/6</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.</p> <p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>To draw out key information and to summarise the main ideas in a text. To compare characters, settings and themes within a text and across more than one text.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues. To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

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Writing text type						
	Biography Narrative Story	Recount Non – chron report	Poetry Persuasion Narrative Story	Letter Balanced argument	Narrative Story Biography	Newspaper Narrative Story
Writing Focus By Year Group						
Year Group	Planning writing and editing	Awareness of Audience, Purpose and Structure	Sentence Construction and Tense	Uses of Phrases and Clauses	Punctuation	Use of Terminology
Year 3	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>
Year 4	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>

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	spelling and adding nouns/pronouns for cohesion.			cohesion and avoid repetition, e.g. he, she, they, it.		
Year 5	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>
Year 6	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To use dialogue to move the action forwards and develop the story.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>

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	<p>To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing</p>	<p>contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>			
Spelling Focus By Year Group					
Year Group	Autumn	Spring	Summer		
Year 3	<p>Recap on Year 2 spelling rules Recap on Year 2 tricky words</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p>	<p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p> <p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p>	<p>To spell many of the Y3 and Y4 statutory spelling words correctly.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p> <p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>		
Year 4	<p>To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p>	<p>To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs',</p> <p>e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the</p>	<p>To spell all of the Y3 and Y4 statutory spelling words correctly.</p> <p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p>		

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	<p>To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p>	<p>/s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p> <p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>
Year 5	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To spell complex homophones and near- homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>To spell many of the Y5 and Y6 statutory spelling words correctly.</p>
Year 6	<p>To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p> <p>To spell all of the Y5 and Y6 statutory spelling words correctly.</p>

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Handwriting Focus By Year Group											
Year 3	To use a neat, joined handwriting style with increasing accuracy and speed. To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.										
Year 4	To increase the legibility, consistency, and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.										
Year 5	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.										
Year 6	To write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task. To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).										
Maths Focus By Year Group											
Year Group	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Year 3	Place Value	Addition and Subtraction	Multiplication and Division	Length and Perimeter	Fractions		Recap year so far	Properties of Shape	Mass and capacity	Statistics	Time
Year 4	Place Value	Addition and Subtraction	Multiplication and Division	Length and Perimeter	Fractions	Decimals	Decimals	Properties of Shape	Money		Time
Year 5	Place Value	Addition and Subtraction	Multiplication and Division	Perimeter and Area	Fractions	Decimals	Decimals and Percentages	Properties of Shape	Position and Direction	Statistics	Converting units
Year 6	Place Value	Four Operations	Multiplication and Division	Perimeter / Area and Volume	Fractions	Decimals	Decimals and Percentages	Properties of Shape	Position and Direction	Statistics	Consolidation
Science Focus By Phase											
Phase	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2

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Year 3 / 4	Group and classify living things Data collection	States of Matter	Light Data collection	Electricity Energy (sustainability)	Plants	Data Collection Food chains Plants Biodiversity (sustainability)
Year 5 / 6	Living things and their habitats	Electricity Renewable energy (sustainability)	Light Light pollution (sustainability)	Adaptations	Reproduction A (plants) Puberty and menstruation	Fossils Reproduction B
Art/D.T Focus By Phase						
	Autumn 1 (Art)	Autumn 2 (D.T)	Spring 1 (Art)	Spring 2 (D.T)	Summer 1 (Art)	Summer 2 (D.T)
Year 3 / 4	Storytelling Through Drawing	Make a pop up book	Exploring Still Life	Playgrounds	Sculpture, Structure, Inventiveness & Determination	What could be healthier?
Year 5 / 6	2D drawing to 3D making	Make a pop up book	Exploring Identity	Playgrounds	Shadow Puppets	What could be healthier?
KS2 RWV Focus						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	How do festivals and family show what matters to Jewish people? (Swindon Syllabus)	Was Jesus the Messiah? (Understanding Christianity)	What does it mean to Christians if God is loving and Holy? (Understanding Christianity)	What do Christians believe Jesus did to save human beings? (Understanding Christianity)	What matters most to Christians and Humanists? (Swindon Syllabus)	What do different people believe about God? Why do some people believe God exists? What do Religions and World Views say when life gets hard?
Big Questions	How do festivals and family show what matters to Jewish people?	Why do Christians believe that Jesus was the Messiah?	What does it mean if Christians believe God is Holy and loving?	What difference does the Resurrection make to Christians?	What matters most to Christians and Humanists?	How does faith help people when life gets hard?
KS2 Computing Focus						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2						
KS2 Music Focus						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	Charanga (Cycle C): Writing down music	Charanga (Cycle C):	Charanga (Cycle C):	Charanga (Cycle C): UKE suggested pathway	Charanga (Cycle C): Enjoying improvisation	Charanga (Cycle C): Livin' on a Prayer

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		Ancient Egypt (small block of topic-based songs)	UKE suggested pathway			
KS2 Mental Well-Being and PSHE Focus						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	Being Me					
KS2 MFL Focus						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	I am learning French	Animals	I am able....	fruits	Ancient Britain	In the classroom
KS2 P.E Focus						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2						