

# SEMIFORMAL PATHWAY – CURRICULUM CYCLE



## KEY STAGE 2

Key Stage 2 YEAR A	<b>COMMUNICATION</b> <i>Individual targets + use of appropriate personalised communication methods</i>	<b>FUNCTIONAL ENGLISH</b> <i>With ongoing focus on Phonics, Reading, Comprehension, Writing, Spelling, Vocabulary, Grammar and Punctuation at a personalised level using appropriate methods</i>	<b>FUNCTIONAL MATHS</b>	<b>SKILLS FOR LIFE</b> <i>Each term some lessons may also be set aside for Enterprise projects</i>	<b>DIGITAL LITERACY</b> <i>With ongoing focus on reviewing, modifying and evaluating work</i>	<b>PHYSICAL DEVELOPMENT</b> <i>A: SLD / B: Sensory</i>	<b>PERSONAL DEVELOPMENT</b> <i>Each term some lessons may also be set aside for other cultural festivals and celebrations</i>	<b>TOPIC THEME – CREATIVITY &amp; THE WORLD</b>
<b>AUTUMN TERM</b>	Expressive  Receptive	<i>Key Texts:</i> <i>Fiction Focus:</i> The King Who Banned the Dark <i>Non-Fiction Focus:</i> One World, Many Colours  Story Writing / Description	Number: quantity & representation  Measure: size & mass	Looking after my belongings and my environment	<i>Finding things out –</i> Devices: using / accessing / operating simple hardware and software (input & output) (or Core Skills for Early Learners)  E-Safety – Education for a Connected World	<u>A</u> Gymnastics <u>B</u> Movement Stories  <u>A &amp; B</u> Swimming	Relationships – friendships and diversity  RE - Christianity (Harvest) / Hinduism (Diwali) / Judaism (Rosh Hashanah)	<b>Colour, Light and Sound</b> Science: Light & Sound  Art: Painting and colour mixing (Artist focus: Henri Matisse)
<b>SPRING TERM</b>	Social  Expressive	<i>Key Texts:</i> <i>(Author) Anna Milbourne</i> <i>Fiction Focus:</i> The Snowy Day The Rainy Day The Sunny Day <i>Non-Fiction Focus:</i> On The Moon Under The Sea Pop Up Nature Peep Inside Space Pop Up Seasons Peep Inside The Jungle  Labels & Captions	Number: Place value  Statistics	Shopping, Food preparation & Cooking (cold snacks)	<i>Developing ideas and making things happen –</i> Making Things Happen (or Core Skills for Early Learners)  E-Safety – Education for a Connected World	<u>A &amp; B</u> Dance  <u>A &amp; B</u> Swimming	Health and Wellbeing – Myself & Others  RSE	<b>Wonderful World (weather, earth &amp; space)</b> Science: Earth & Space  Geography: Weather & Climate / Maps, Atlases & Globes (knowledge of other countries and cities)
<b>SUMMER TERM</b>	Receptive  Social	<i>Key Texts:</i> <i>Fiction Focus:</i> We all went on safari: A counting journey through Tanzania Percy the Park Keeper <i>Non-Fiction Focus:</i> Peek Inside Series Minibeasts: Ladybird First Fabulous Facts  Factsheets / Listening & Responding	Number: comparing & ordering  Money	Health and Safety – personal safety / stranger danger / saying no	<i>Exchanging and sharing information –</i> Beginning to Paint (or Core Skills for Early Learners)  E-Safety – Education for a Connected World	<u>A &amp; B</u> Fundamentals (run, change direction, stop, throw, catch)  <u>A &amp; B</u> Swimming  Multi-Skills Festival	Living in the Wider World – The Environment  Bereavement, Loss and Changes – Changes (inc friendships)	<b>Animals &amp; Minibeasts</b> Music: Romantic Period) Saint-Saëns's 1886 Carnival of the Animals  DT: Design, make and evaluate – Textiles: sewing your own animal puppet

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Key Stage 2 YEAR B	<b>COMMUNICATION</b> <i>Individual targets + use of appropriate personalised communication methods</i>	<b>FUNCTIONAL ENGLISH</b> <i>With ongoing focus on Phonics, Reading, Comprehension, Writing, Spelling, Vocabulary, Grammar and Punctuation at a personalised level using appropriate methods</i>	<b>FUNCTIONAL MATHS</b>	<b>SKILLS FOR LIFE</b> <i>Each term some lessons may also be set aside for Enterprise projects</i>	<b>DIGITAL LITERACY</b> <i>With ongoing focus on reviewing, modifying and evaluating work</i>	<b>PHYSICAL DEVELOPMENT</b> <i>A: SLD / B: Sensory</i>	<b>PERSONAL DEVELOPMENT</b> <i>Each term some lessons may also be set aside for other cultural festivals and celebrations</i>	<b>TOPIC THEME – CREATIVITY &amp; THE WORLD</b>
<b>AUTUMN TERM</b>	Expressive  Receptive	<i>Key Texts:</i> <i>Fiction Focus:</i> Roman Diary Diary of a Wombat <i>Digital Literacy Focus:</i> Horrible Histories: The Movie – Rotten Romans Horrible Histories: Series 1 Episode 10  Diary Writing	Number: Calculations  Geometry – properties of shape	Household Skills: recognizing hazards / setting and clearing the table / washing up	<i>Finding things out</i> – Beginning to find information (or Core Skills for Early Learners)  E-Safety – Education for a Connected World	<u>A &amp; B</u> Dance  <u>A &amp; B</u> Swimming	Relationships – family and people who care for me / trusted adults  British Values	<b>Rotten Romans</b>  Science: Electricity  History: Local History (Linton) – Roman and Saxon Settlements
<b>SPRING TERM</b>	Social  Expressive	<i>Key Texts:</i> <i>Fiction Focus:</i> Hot Potato: Mealtime Rhymes (poetry) <i>Non-Fiction Focus:</i> Children's Cookbook Let's Eat: What Children Eat Around the World Dictionaries  Lists / Instructions / Recipes  Poetry	Number: Algebra (sequencing)  Measure: Length & Height	Shopping, Food preparation & Cooking (juices, smoothies and shakes)	<i>Developing ideas and making things happen</i> – Learning to Control Things (or Core Skills for Early Learners)  E-Safety – Education for a Connected World	<u>A</u> Gymnastics (point of contact) <u>B</u> Gymnastics (rhythmic)  <u>A &amp; B</u> Swimming	Health and Wellbeing – Healthy Lifestyles  RE – Baha'i (World Religion Day) / Hinduism (Holi) / Sikhism (Vaisakhi)	<b>Food &amp; Drink</b> Science: States of Matter  Geography: Settlements & land use / Trade Links
<b>SUMMER TERM</b>	Receptive  Social	<i>Key Texts:</i> <i>Fiction Focus:</i> Journey <i>Non-Fiction Focus:</i> Look Inside Things That Go (Usborne Look Inside)  Letters and Postcards / Flyers and Leaflets	Number: Problem solving  Time	Travelling in the community (on foot public transport / road safety / vehicle safety)	<i>Exchanging and sharing information</i> – Making Pictures and Beginning to Write (or Core Skills for Early Learners)  E-Safety – Education for a Connected World	<u>A &amp; B</u> Fundamentals (small playground games, running, throwing, catching, rolling, striking, dribbling)  <u>A &amp; B</u> Swimming  Multi-Skills Festival	Living in the Wider World – aspirations and careers  RSE	<b>Transport &amp; Journeys</b> Music: Composing, playing and performing  DT: Design, make and evaluate - a moving vehicle (using a range of construction material and tools)

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Key Stage 2 YEAR C	<b>COMMUNICATION</b> <i>Individual targets + use of appropriate personalised communication methods</i>	<b>FUNCTIONAL ENGLISH</b> <i>With ongoing focus on Phonics, Reading, Comprehension, Writing, Spelling, Vocabulary, Grammar and Punctuation at a personalised level using appropriate methods</i>	<b>FUNCTIONAL MATHS</b>	<b>SKILLS FOR LIFE</b> <i>Each term some lessons may also be set aside for Enterprise projects</i>	<b>DIGITAL LITERACY</b> <i>With ongoing focus on reviewing, modifying and evaluating work</i>	<b>PHYSICAL DEVELOPMENT</b> <i>A: SLD / B: Sensory</i>	<b>PERSONAL DEVELOPMENT</b> <i>Each term some lessons may also be set aside for other cultural festivals and celebrations</i>	<b>TOPIC THEME – CREATIVITY &amp; THE WORLD</b>
<b>AUTUMN TERM</b>	Expressive  Receptive	<i>Key Texts:</i> <i>Fairy Tale Focus:</i> Rapunzel <i>Digital Literacy Focus:</i> Tangled <i>Play Focus:</i> 12 Fabulously Funny Fairy Tale Plays Panto  Performance / Drama / Role Play / Speech	Number: In the environment  Measure - Capacity	First Aid – getting help / recognizing people who help and support	<i>Finding things out –</i> Labelling & Classifying (or Core Skills for Early Learners)  E-Safety – Education for a Connected World	<u>A &amp; B</u> Gymnastics (patterns and pathways)  <u>A &amp; B</u> Swimming	Relationships – resolving conflict  Bereavement, Loss and Changes – Changes (inc. loss of a pet)	<b>Grand Designs</b> DT: Design, make and evaluate – Making a home (modelling)  Music: Genres (music from plays and pantos/stage/screen)
<b>SPRING TERM</b>	Social  Expressive	<i>Key Texts:</i> <i>Fiction Focus:</i> Dinosaurs And All That Rubbish <i>Non-Fiction Focus:</i> See inside Planet Earth  Information / Posters	Number: Ratio and Proportion (correspondence)  Statistics	Shopping, Food preparation & Cooking (hot snacks - fillings and toppings)	<i>Developing ideas and making things happen –</i> Creating Scenes (or Core Skills for Early Learners)  E-Safety – Education for a Connected World	<u>A &amp; B</u> Dance – moving words  <u>A &amp; B</u> Swimming	Health and Wellbeing – Physical & Mental wellbeing  British Values	<b>The World Around Me – Global Citizens</b> Science: Living Things & Their Habitats  Geography: Environment (human & physical features)
<b>SUMMER TERM</b>	Receptive  Social	<i>Key Texts:</i> <i>Fiction Focus:</i> Tiddler <i>Non Fiction Focus:</i> Peep Inside The Sea How Deep Is The Sea <i>Digital Literacy Focus:</i> Finding Nemo  Recounting and Retelling stories	Number: Estimation  Geometry: Position & Direction	Planting and gardening	<i>Exchanging and sharing information –</i> Introducing Symbols and Text (or Core Skills for Early Learners)  E-Safety – Education for a Connected World	<u>A</u> Team Games: Striking & Fielding <u>B</u> Parachute Games  <u>A &amp; B</u> Swimming	Living in the Wider World – Rights and Responsibilities  RE – Islam (Eid) / Buddhism (Wesak)	<b>Water &amp; Watery Places</b> Science: The Water Cycle  Art: Drawing with pastels Artist focus: Zaria Forman

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Key Stage 2 YEAR D	COMMUNICATIO  N <i>Individual targets + use of appropriate personalised communication methods</i>	FUNCTIONAL ENGLISH  <i>With ongoing focus on Phonics, Reading, Comprehension, Writing, Spelling, Vocabulary, Grammar and Punctuation at a personalised level using appropriate methods</i>	FUNCTIONAL MATHS	SKILLS FOR LIFE  Each term some lessons may also be set aside for Enterprise projects	DIGITAL LITERACY  With ongoing focus on reviewing, modifying and evaluating work	PHYSICAL DEVELOPMENT  <i>A: SLD / B: Sensory</i>	PERSONAL DEVELOPMENT  Each term some lessons may also be set aside for other cultural festivals and celebrations	TOPIC THEME – CREATIVITY & THE WORLD
<b>AUTUMN TERM</b>	Expressive  Receptive	<i>Key Texts:</i> <i>Fiction Focus:</i> The Egyptian Cinderella <i>Non-Fiction Focus:</i> Hide & Seek History: The Egyptians Ancient Egypt: Tales of Gods and Pharaohs (comic style)  Labelling and Captions / Making and Describing Comparisons	Number: Place Value & Calculation  Time	Clothing – clothing for the weather / is it clean / dressing	<i>Finding things out</i> – saving and retrieving information, documents and pictures  E-Safety – Education for a Connected World	<u>A</u> Invasion Games (ball on the ground) Invasion Games Festival  <u>B</u> Fundamentals (small playground games, running, throwing, catching, rolling, striking, dribbling)  <u>A &amp; B</u> Swimming	Relationships – safety and consent  RSE	<b>Epic Egyptians</b>  Science: Forces  Music: History of Music / Traditional Egyptian folk  :
<b>SPRING TERM</b>	Social  Expressive	<i>Key Texts:</i> <i>(Author) Charles Dickens</i> <i>Fiction Focus:</i> The Magic Fishbone <i>Non-Fiction Focus:</i> Dictionaries  Asking and answering questions	Number: Algebra (pattern)  Geometry	Shopping, Food preparation & Cooking (making breakfast)	<i>Developing ideas and making things happen</i> – Making and Recording Sounds (or Core Skills for Early Learners)  E-Safety – Education for a Connected World	<u>A</u> Gymnastics (balance) <u>B</u> Movement Stories  <u>A &amp; B</u> Swimming	Health and Wellbeing – Emotions & Feelings  Bereavement, Loss and Changes – Changes (inc. loss of an elderly relative or someone close to me)	<b>Radical Writers!</b>  History: British History: Victorians  Art: Tile Printing
<b>SUMMER TERM</b>	Receptive  Social	<i>Key Texts:</i> <i>Fiction Focus: Greek Myths</i> Icarus: The Boy Who Couldn't Fly Theseus & The Minotaur Odysseus & The Wooden Horse King Midas' Gold Fingers  Creative Writing / Character bios	Number: Problem solving  Money	Health and Safety – outdoors (bike safety / sun safety / water safety / transport safety)	<i>Exchanging and sharing information</i> – Creative Project  E-Safety – Education for a Connected World	<u>A</u> Net Games (racquet and net) Net/Wall Festival  <u>B</u> Fundamentals (striking, dribbling, small playground games)  <u>A &amp; B</u> Swimming	Living in the Wider World – places in the community  British Values	<b>Heroes</b>  Science: Animals (including humans)  History: Ancient Greece

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## NATIONAL CURRICULUM SUBJECT COVERAGE – KEY STAGE 2



<p><u>ENGLISH</u></p> <p>Spoken Language and communication Listening and responding Reading / Comprehension Fiction / Non-Fiction Poetry and plays Digital and alternative media Reference Books / Dictionaries Fairy Tales / Myths and Legends Performance / Discussion Writing for a range of purposes – labels/captions/instructions/lists/story/factsheets/ email/cards/letters/speech/creative/information posters/description/diary/flyers/advertisements Charles Dickens Stories from other cultures and traditions</p>	<p><u>MATHEMATICS</u></p> <p>Number: place value / addition and subtraction / multiplication and division / fractions Measurement Geometry: properties of shapes / position and direction Statistics Time and Money Comparative Language Problem Solving Ratio &amp; Proportion (1:1 correspondence / size) Algebra (sequencing)</p>	<p><u>SCIENCE</u></p> <p><i>Working scientifically:</i> planning / asking questions / practical enquiry / taking measurements / observation / data handling / recording / reporting / drawing conclusions / making predictions / suggesting improvements / identifying similarities, differences and changes / using evidence to answer questions or support findings</p> <p>Plants Animals (including humans) Rocks Light Forces and Magnets Living things and their habitats States of Matter Properties and changes of materials Sound Electricity Earth and Space Evolution and inheritance</p>	<p><u>ART AND DESIGN</u></p> <p>(in pupil created sketchbooks) Pupils will be taught to develop techniques, control, creativity, experimentation and awareness through:</p> <p>Drawing Painting Sculpture [pencil, charcoal, paint, clay] Artists: Monet / Vincent Van Gogh / Any Goldsworthy Architect: Marks Barfield Architects Designer: Dame Barbara Mary Quant</p>
<p><u>CITIZENSHIP</u></p> <p>RSE: see additional matrix for further detail  - Bereavement, Loss and Changes – see additional matrix for further detail</p>	<p><u>COMPUTING</u></p> <p>Input and Output (switch control) Design, write and debug simple programs Sequence, selection and repetition in programs Simple algorithms Networks and internet Search technologies Software and digital devices E Safety</p>	<p><u>DESIGN AND TECHNOLOGY</u></p> <p><i>Design</i> Research and develop design, create innovative, functional and appealing products Generate, develop, model and communicate ideas through discussion, sketches, diagrams, prototypes, pattern pieces and computer aided design <i>Make</i> Using tools and equipment Cutting, shaping, joining and finishing Cooking and Nutrition – healthy and varied diet / savoury dishes / farm produce Using materials and components (construction materials, textiles, ingredients) <i>Evaluate</i> Investigate and analyse existing products Evaluate ideas and products Key events and individuals in design and technology <i>Technical Knowledge</i> Strengthen, stiffen, reinforce. Mechanical systems, Electrical systems</p>	<p><u>GEOGRAPHY</u></p> <p><i>Locational</i> Knowledge of other countries / cities (UK/Europe/N&amp;S America) – maps Counties and Cities - UK Environment / physical and human characteristics Significant/key positions on the globe <i>Place</i> Geographical similarities and differences – UK / Europe / North or South America <i>Human and Physical</i> Climate, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, water cycle Settlements and land use, trade links, natural resources <i>Skills and Fieldwork</i> Maps, atlases, globes, digital mapping, compass', grid references, symbols and keys Human and physical features in the local area</p>
<p><u>HISTORY</u></p> <p>Iron Age Roman Empire Anglo Saxons Vikings Local History - Linton British History Early civilisations (Ancient Egypt) Ancient Greece</p>	<p><u>LANGUAGES</u></p> <p>Exposure given through cultural days, topics and themes</p> <p><u>RE</u></p> <p>Taught through festivals and diversity discrete short topics and days</p>	<p><u>MUSIC</u></p> <p>Playing and performing Improvising and composing Listening and recalling Genres Representing music visually Live &amp; recorded music – traditions/composers/musicians 1827-1900: Romantic Period - Saint-Saëns, Chopin, Mendelssohn, Schubert and Schumann History of music</p>	<p><u>PHYSICAL EDUCATION</u></p> <p>Ball games and Boccia Gymnastics Team sports Orienteering Athletics Swimming Dance Team Games Tramlining</p>