

KS2 Thematic Curriculum Overview 2023-2024

KS2 History / Geography Focus						
	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Focus	Bristol (Geography)	The Victorians (History)		Migration/Windrush (Geography)		Ancient Greeks (History)
	<p>Revise human and physical geography. Use of maps to compare – lots of physical geog in rural areas, lots of human geog in cities.</p> <p>Cultural makeup and demographics.</p> <p>Links to Bristol schools?</p>	<p>When was the Victorian Era? Plot on a chronological framework. What was going on in the world at this time?</p> <p>What was everyday life like for children in Victorian Britain? Compare with modern day life. (Jobs, workhouses, education)</p> <p>Explore George Muller’s work</p> <p>Different acts that affected children over the time. Did life improve for children over the Victorian period?</p> <p>What legacy did the Victorians leave?</p>		<p>Why do people migrate around the world?</p> <p>Economic migration (Windrush) – the initial reason people moved was for jobs, more pay and better conditions post-war.</p> <p>Refugees/fleeing - Mo Farah/Rita Ora</p> <p>Year 3 and Year 4 - individual project on refugees (Syria, Afghanistan, Ukraine) – project on Mo Farah/Rita Ora</p> <p>Years 5/6 – the slave trade</p>		<p>Where was Ancient Greece? Understanding of chronological framework of world history.</p> <p>What was life like in the world at that time?</p> <p>What made Ancient Greek culture distinct – why do we learn about them now?</p> <p>What legacies did the Ancient Greeks leave behind:</p> <p>Olympics Marathons (Myths/Legends)</p>
Big Question	How does it feel to live in a city?	What did the Victorians do for us?		How has migration shaped modern Britain?		What legacy did the Ancient Greeks leave?
Visits/themed days		Trip to Sevington Victorian School		M-Shed Bristol Harbour walk		Sports day
Whole Class / Guided Reading Texts						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Key Texts	<p>Class text(s) - Protected Characteristics picture books x 8</p> <p>GR texts Non fiction -Cities</p>	<p>Class text – Street Child Berlie Doherty GR texts</p> <p>Non-fiction - Rich and Poor Victorians</p> <p>Non fiction – Victorian Schools</p> <p>Non fiction – Queen Victoria</p> <p>Non- fiction – Victorian Inventions</p> <p>Non fiction – Victorian Jobs</p>		<p>Class text - Windrush Child Benjamin Zephaniah (year 5 6) OR The Undefeated Kwame Alexander (All)</p> <p>GR texts</p> <p>Non fiction – Human Migration</p> <p>Non fiction – Different types of Migration</p> <p>Poem – Refugees</p> <p>Non- fiction – What is a Refugee?</p>		<p>Class text – Who Let The Gods Out? Maz Evans</p> <p>GR texts</p> <p>Non fiction – Greek Gods</p> <p>Non fiction – Famous Ancient Greeks</p> <p>Non fiction – The Troy Ploy</p> <p>Non fiction – Democracy</p>

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Reading Focus By Phase			
Phase	Autumn	Spring	Summer
Year 3/4	<p>To begin to read Y3/Y4 exception words.</p> <p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>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.</p> <p>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.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</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.</p> <p>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).</p> <p>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>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>
Year 5/6	<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.</p> <p>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</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 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.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>

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	<p>out loud using intonation, tone, volume and action.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To compare characters, settings and themes within a text and across more than one text.</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 consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>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 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'</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</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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	writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.			nouns or pronouns appropriately to aid 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</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 select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; 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>paragraphs.</p> <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>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</p> <p>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 / ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /i/ 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.</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 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>		

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	<p>expression, discussion, confession, permission, admission).</p> <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>To spell words with the /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 form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</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 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,</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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	To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).		transferred, reference, referee, preference, transference).								
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

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KS2 Mental Well-Being and PSHE Focus						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	MMM: Meet Your Brain Being In My World	MMM: Celebrate Celebrating Difference	MMM: Appreciate Dreams and Goals	MMM: Relate Healthy Me	MMM: Engage Relationships	Changing Me
KS2 MFL Focus						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	Shapes	Musical Instruments	Vegetables	Ancient Britain	In Class	Pets
KS2 P.E Focus						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	Multi-skills	Gymnastics	Dance	Football	Athletics	Cricket/Hockey