

**Durham Dales Federation**  
**Hamsterley, Rookhope, St John's Chapel and Wearhead Primary**  
**Schools**  
**KS2 Curriculum Plan 2023-2024 Year B**

|                        | Autumn 1   | Autumn 2 | Spring 1   | Spring 2 | Summer 1   | Summer 2 |
|------------------------|--|----------|--|----------|--|----------|
| <b>Learning themes</b> | <b>Emperors &amp; Empires</b><br>This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.  |          | <b>Ancient Civilisations</b><br>This project teaches children about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation. |          | <b>Sow, Grow &amp; Farm</b><br>This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas. |          |
|                        | <b>Memorable Experience:</b> Roman army museum & Vindolanda<br><b>Innovate challenge:</b> Historical report about Roman Britain  |          | <b>Memorable Experience:</b> visit to Hancock museum<br><b>Innovate challenge:</b> Exploring the Indus Valley civilisation   |          | <b>Memorable Experience:</b> Allotment visit<br><b>Innovate challenge:</b> Market gardeners  |          |
| <b>English Genres</b>  | Ancient Rome – Biographies, Roman invasion of Britain – Letters, Life in Roman Britain – Myths   |          | The rise of ancient Sumer - Free verse poetry, Exploring ancient Egypt - Instructions, End of a civilization - Stories from other cultures   |          | Allotment life - Non-chronological reports, Growing and farming in the UK - Diaries, Farming around the world - Leaflets,  |          |
| <b>Class text</b>      | Romans on the Rampage – Jeremy Strong  |          | Secrets of a Sun King - Emma Carroll   |          | Charlotte's Web - E. B. White  |          |
| <b>Spelling</b>        | RWI Spelling   |          | RWI Spelling   |          | RWI Spelling   |          |
| <b>Maths</b>           | White Rose Maths   |          | White Rose Maths   |          | White Rose Maths   |          |
| <b>Number</b>          | <b>Y3</b> – place value, addition & subtraction, multiplication & division A<br><br><b>Y4</b> - place value, addition & subtraction, multiplication & division A<br><br><b>Y5</b> - place value, addition & subtraction, multiplication & division A, fractions A<br><br><b>Y6</b> – place value, addition, subtraction, multiplication & division, fractions A, fractions B |          | <b>Y3</b> – multiplication & division B, fractions A<br><br><b>Y4</b> - multiplication & division B, fractions, decimals<br><br><b>Y5</b> - multiplication & division B, fractions B, decimals & percentages<br><br><b>Y6</b> – algebra, decimals, fractions, decimals & percentages               |          | <b>Y3</b> - Fractions B<br><br><b>Y4</b> – decimals B<br><br><b>Y5</b> – negative numbers<br><br><b>Y6</b> - themed projects, consolidation & problem solving  |          |

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| <b>Shape, Space &amp; Measure</b> | <b>Y3</b> - Length & perimeter, mass & capacity,<br><b>Y4</b> – area, Length & perimeter<br><b>Y5</b> - perimeter & area, statistics<br><b>Y6</b> – converting units, area, volume & perimeter, statistics   |   | <b>Y3</b> - Money, time<br><b>Y4</b> - money, time<br><b>Y5</b> – shape, position & direction<br><b>Y6</b> – ratio, statistics   |  | <b>Y3</b> - shape, statistics<br><b>Y4</b> – shape, statistics, position & direction<br><b>Y5</b> –decimals, converting units, volume<br><b>Y6</b> – shape, position & direction   |   |
| <b>Science Y3/4</b>               | <b>Animal Nutrition &amp; the skeletal system</b><br>This project teaches children about the importance of nutrition for humans and other animals. They learn about the role of a skeleton and muscles and identify animals with different types of skeleton.                                |   | <b>States of Matter</b><br>This project teaches children about solids, liquids and gases and their characteristic properties. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes.  | <b>Grouping &amp; classifying</b><br>This project teaches children about grouping living things, known as classification. They study the animal and plant kingdoms and use and create classification keys to identify living things. | <b>Food and the digestive system</b><br>This project teaches children about the human digestive system. They explore the main parts, starting with the mouth and teeth, identifying teeth types and their functions. They link this learning to animals' diets and construct food chains to show the flow of energy. | <b>Sound</b><br>This project teaches children about sound, how sound is made and how sound travels as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed. |
| <b>Science Y5/6</b>               | <b>Light Theory</b><br>This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction. | <b>Evolution &amp; inheritance</b><br>This project teaches children how living things on Earth have changed over time and how fossils provide evidence for this. They learn how characteristics are passed from parents to their offspring and how variation in offspring can affect their survival, with | <b>Properties &amp; changes of materials</b><br>This project teaches children about the wider properties of materials and their uses. They learn about mixtures and how they can be separated using sieving, filtration and evaporation. They study reversible and irreversible changes, and use common indicators to identify irreversible changes. |  | <b>Human reproduction &amp; ageing</b><br>This project teaches children about animal life cycles, including the human life cycle. They explore human growth and development to old age, including the changes experienced during puberty and human reproduction.   |   |

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|                         |  | changes (adaptations) possibly leading to the evolution of a species.  |  |  |
| <b>Geography</b>        |  |  |  | Land use in the UK; Allotments; Farming in the UK; Maps; Grid references; Climate zones; Physical features of North and South America; Farming in North and South America; Food transportation |
| <b>History</b>          | Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman army; Roman invasion of Britain; Significant people – Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy                           | Features of civilisations; Ancient Sumer; Ancient Egypt; Indus Valley civilisation; Artefacts; Timelines; New inventions and technology; Everyday life; Social hierarchy; Significant leaders; End of ancient civilisations.   |  |  |
| <b>Art &amp; Design</b> | <b>Mosaic Masters</b><br>This project teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile.   | <b>Statues, statuettes &amp; figurines</b><br>This project teaches children about the 3-D representation of the human form, including statues, statuettes and figurines. They study examples from ancient civilisations, and use their clay skills to create a Sumer-style figurine. | <b>Line, light &amp; shadows</b><br>This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing. |  |
| <b>DT</b>               | <b>Greenhouse</b><br>This project teaches children about the purpose, structure and design features of greenhouses, and compares the work of two significant greenhouse designers. They learn techniques to strengthen structures and use tools safely. They use their learning to design and construct a mini greenhouse. | <b>Tomb builders</b><br>This project teaches children about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads.  | <b>Eat the seasons</b><br>This project teaches children about the meaning and benefits of seasonal eating, including food preparation and cooking techniques.  |  |

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| <b>PSHE/RSE Y3/4</b> | <b>Being Me in the World</b><br>Becoming a Class 'Team'<br>Being a School Citizen<br>Rights, Responsibilities and Democracy<br>Rewards and Consequences<br>Our Learning Charter<br>Owning our Learning Charter | <b>Celebrating Differences</b><br>Judging by Appearances<br>Understanding influences<br>Understanding Bullying<br>Problem-solving<br>Special Me<br>Celebrating Difference: how we look | <b>Dreams and Goals</b><br>Hopes and Dreams<br>Broken Dreams<br>Overcoming Disappointment<br>Creating New Dreams<br>Achieving Goals<br>We Did It!                | <b>Healthy Me</b><br>My Friends and Me<br>Group Dynamics<br>Smoking<br>Alcohol<br>Healthy Friendships<br>Celebrating My Inner Strength and Assertiveness                 | <b>Relationships</b><br>Jealousy<br>Love and Loss<br>Memories<br>Puzzle outcome: Memory Box<br>Getting on and Falling Out<br>Girlfriends and Boyfriends<br>Celebrating My Relationships with People and Animals | <b>Changing Me</b><br>Unique Me<br>Having a Baby<br>Puberty and Menstruation<br>Circles of Change<br>Accepting Change<br>Looking Ahead  |
| <b>PSHE/RSE Y5/6</b> | <b>Being Me in the World</b><br>My Year Ahead<br>Being a Global Citizen<br>The Learning Charter<br>Our Learning Charter<br>Owning our Learning Charter   | <b>Celebrating Differences</b><br>Am I Normal?<br>Understanding Difference<br>Power Struggles<br>Why Bully?<br>Celebrating Difference  | <b>Dreams and Goals</b><br>Personal Learning Goals<br>Steps to Success<br>My Dream For the World<br>Helping to Make a Difference<br>Recognising Our Achievements | <b>Healthy Me</b><br>Taking responsibility for my health and well-being<br>Drugs<br>Exploitation<br>Gangs<br>Emotional and Mental Health<br>Managing Stress and Pressure | <b>Relationships</b><br>What is Mental Health?<br>My Mental Health<br>Love and Loss<br>Power and Control<br>Being Online: Real or Fake? Safe or Unsafe?<br>Using Technology Responsibly                         | <b>Changing Me</b><br>My Self Image<br>Puberty<br>Babies: Conception to Birth<br>Boyfriends and Girlfriends<br>Adolescent Friendships<br>Real self and ideal self<br>The Year Ahead |
| <b>Music</b>         | <b>Provision by Durham Music Service</b><br><b>Charanga – Unit 1 – Writing Music Down</b><br><br>Harvest/Christmas Performance Music/<br>Christingle Service Music   |  | <b>Provision by Durham Music Service</b><br><b>Charanga – Y4 Unit 1 – Musical Structures</b><br><br>Easter songs   |  | <b>Charanga – Y5 Unit 2 – Sing and Play in Different Styles</b><br><br>Y4 Unit 3 – Compose with Your Friends<br><br>Leaver's Assembly Songs   |   |
| <b>PE</b>            | <b>Games – Tag Rugby</b><br>Play competitive games and apply basic principles.   | <b>Games – Netball</b><br>Play competitive games and apply basic principles.   | <b>Dance/Gymnastics</b><br>Develop flexibility, strength, technique, control and balance.  | <b>Games – Hockey</b><br>Play competitive games and apply basic principles.  | <b>Fundamentals – Tennis</b><br>Play competitive games and apply basic principles.  | <b>Fundamentals – Athletics/Archery/ Frisbee Golf/ Rounders</b>   |

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|                                       |  |   |   |  |   | Develop flexibility, strength, technique, control and balance. Use running, jumping, throwing and catching in isolation and in combination. |
| <b>RE Y3/4</b>                        | How do Hindus worship?   | Why do Christians call Jesus the light of the world?  | What do Christians believe about Jesus?           | Why is Lent such an important period for Christians?                       | Why do people visit Durham cathedral today?   |   |
| <b>RE Y5/6</b>                        | What can we find out about a local Muslim community?   | What do the gospels tell us about the birth of Jesus? | How and why do people care about the environment? | Why are Good Friday and Easter Day the most important days for Christians? | How are Jewish beliefs expressed in the home? |   |
| <b>Computing Y3/4 (Kapow Cycle A)</b> | Y3 Computing systems and networks 2: Emailing  | Y3 Programming: Scratch                               | Y3 Creating media: Video trailers                 | Y4 Creating media: Website design  | Y4 Programming 1: Further coding with Scratch | Y4 Programming 2: Computational thinking  |
|                                       | Y3 Online safety: Learning about online safety: 'fake news', privacy settings, ways to deal with upsetting online content, protecting our personal information on social media.  |   |   |  |   |   |
| <b>Computing Y5/6 (Kapow Cycle A)</b> | Y5 Programming 2: Micro:bit  | Y5 Data handling: Mars Rover 1                        | Y5 Skills showcase: Mars Rover 2                  | Y6 Computing systems and networks: Bletchley Park                          | Y6 Creating media: History of computers       | Y6 Skills showcase: Inventing a product   |
|                                       | Y5 Online safety: Learning about Understand that passwords need to be strong and that apps require some form of passwords. Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online. Search for simple information about a person, such as their birthday or key life moments. Know what bullying is and that it can occur both online and in the real world. Recognise when health and wellbeing are being affected in either a positive or negative way through online use. Offer a couple of advice tips to combat the negative effects of online use. |   |   |  |   |   |
| <b>French Y3/4 (Language Angels )</b> | I am Learning French (Early learning)  | I am Able... (Early learning)                         | Fruits (Early Learning)                           | Ice Creams (Early Learning)  | My family (Intermediate)                      | In the Classroom (Intermediate)   |
| <b>French Y5/6</b>                    | At the Tearoom (Intermediate)  | My Family (Intermediate)                              | Pets (Intermediate)                               | Clothes (Intermediate)   | At School (Progressive)                       | At the Weekend (Progressive)  |

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| <b>(Language Angels)</b>                   |   |   |  |   |                                   |  |
| <b>Enrichment &amp; Educational Visits</b> | <p>Macmillan cancer coffee morning- Friday 29<sup>th</sup> September</p> <p>Harvest Festival</p> <p>Visit to Vindolanda &amp; Roman army museum</p> | <p>Children in need- 18 November</p> <p>Anti-Bullying Week 2023: Make A Noise About Bullying 13-17 November</p> <p>Christmas production</p> <p>Christmas lunch</p> <p>Christmas party</p> | <p>Safer internet day – 6 February 2024</p> <p>Theme: “Want to talk about it? Making space for conversations about life online”</p> <p>Visit to Hancock museum</p> | <p>World book day – 7 March</p> <p>Science week: 8-17 March Theme: Time</p> <p>Sport relief</p> <p>Easter service</p> | <p>Visit to organic growers??</p> | <p>Leavers’ assembly</p> <p>Sports Day</p> <p>KS2 residential 26th-28<sup>th</sup> June 2024</p> |