



# Ambleside CE Primary School – Upper Key Stage 2 Curriculum Map – Year A - 2024-2025

Subject	Autumn 2024	Spring 2025	Summer 2025
<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>Roof toppers (&amp; The Listeners – Walter de la Mare)</b> – Blocks 1, 2 and 3</li> <li>• <b>Pig Heart Boy</b> – Blocks 4 &amp; 5</li> <li>• <b>How to live forever</b> – Block 6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All aboard the Empire Windrush</b> – Blocks 7 &amp; 8</li> <li>• <b>The Island</b> – Block 9</li> <li>• <b>Skellig (&amp;Flanders poem)</b> – Blocks 10, 11 and 12</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Intro to Dickens: Oliver Twist</b> – Blocks 13, 14 &amp; 15</li> <li>• <b>Dare to be You</b> (KS2 – KS3 transition) – Blocks 16, 17 and 18</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Autobiography A</li> <li>• Discursive Writing and Speeches A</li> <li>• Poems that create images and explore vocabulary B (enrichment)</li> <li>• First person stories with a moral A</li> <li>• Shakespeare (Sonnets) A</li> <li>• Explanatory Texts A</li> </ul>	<ul style="list-style-type: none"> <li>• Extended third person narrative A</li> <li>• Explanatory Texts B</li> <li>• Newspaper Report A</li> <li>• Autobiography B</li> <li>• First person stories with a moral B</li> </ul>	<ul style="list-style-type: none"> <li>• Extended third person narrative (adventure stories) B</li> <li>• Newspaper Report B</li> <li>• Discursive Writing and Speeches B</li> <li>• Shakespeare (Sonnets) B (Enrichment)</li> <li>• Poems which explore form B (Enrichment)</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition and Subtraction</li> <li>• Multiplication and Division</li> <li>• Statistics and Measurement (Y5)</li> <li>• Fractions and Position and Direction (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions (including decimals and percentages)</li> <li>• Multiplication and Division (Y5)</li> <li>• Algebra and Measurement (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• Properties of shapes</li> <li>• Number and Place Value</li> <li>• Measurement and Position and Direction (Y5)</li> <li>• Statistics (Y6)</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Electricity (Y6)</li> <li>• Animals including humans (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• Animals including humans (and water transport) (Y6)</li> <li>• Forces (Y5)</li> </ul>	<ul style="list-style-type: none"> <li>• Forces continued (Y5)</li> <li>• Living things and their habitats (Y6)</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• Ancient Greece Myths, Legends and Culture (Y5)</li> </ul>	<ul style="list-style-type: none"> <li>• Windrush generation (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Greece (Place in time and significant events) (Y5)</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• World Countries – biomes and environmental regions (Y5)</li> </ul>	<ul style="list-style-type: none"> <li>• Settlements (Y6)</li> <li>• UK, Europe and North America Comparison Study (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• UK, Europe and North America Comparison Study continued (Y6)</li> <li>• OS Maps and fieldwork (orienteeing) (Y6)</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• 5.1 Coding</li> <li>• 5.2 Online Safety</li> </ul>	<ul style="list-style-type: none"> <li>• 5.3 Spreadsheets</li> <li>• 5.4 Databases</li> </ul>	<ul style="list-style-type: none"> <li>• 5.5 Game Creator</li> <li>• 5.6 3D Modelling</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Netball</li> <li>• Orienteering</li> <li>• Dance</li> <li>• Football</li> </ul>	<ul style="list-style-type: none"> <li>• Forest Schools</li> <li>• Gymnastics</li> <li>• Hockey</li> <li>• Tennis</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming</li> <li>• Rounders</li> <li>• Athletics</li> <li>• Kwik Cricket</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Drawing Block A (Y6)</li> <li>• Painting and Collage Block B (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• Printmaking and textiles Block C (Y6)</li> <li>• 3D Block D (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• Painting Block E (Y6)</li> <li>• Creative Response Block F (Y6)</li> </ul>
<b>Design and Technology</b>	<ul style="list-style-type: none"> <li>• Food and Nutrition Block A (Y6) <i>Writing – Discursive Writing &amp; Speeches</i></li> <li>• Mechanisms Block B (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• Food and Nutrition Block C (Y6)</li> <li>• Structures Block D (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• Electrical Systems Block E (Y6) <i>Science – Electricity</i></li> <li>• Textiles Block F (Y6)</li> </ul>

<b>Religious Education</b>	<ul style="list-style-type: none"> <li>5.1 The Bible: How and why do Christians read the Bible? Why are sacred texts so important to people of faith? Hinduism Islam Judaism Sikhism</li> <li>6.2 Advent: How do Christians prepare for Christmas?</li> </ul>	<ul style="list-style-type: none"> <li>5.3 Jesus: Why do Christians believe Jesus was a great teacher?</li> <li>6.4 Jesus (Easter): Who was Jesus? Who is Jesus? Who was Jesus? Buddhism Hinduism Islam Judaism Sikhism</li> </ul>	<ul style="list-style-type: none"> <li>6.6 God: What is the nature and character of God? Have you discovered any beliefs about God in common across different faiths? Hinduism Islam</li> <li>6.7 People of faith: How does having faith affect people's lives? How does having faith affect people's lives? Buddhism Hinduism Islam</li> </ul>
<b>P.S.H. E</b>	<ul style="list-style-type: none"> <li>Families &amp; Relationships (Cycle A)</li> <li>Health &amp; Wellbeing (Cycle A)</li> </ul>	<ul style="list-style-type: none"> <li>Safety &amp; The Changing Body (Cycle A)</li> <li>Citizenship (Cycle A)</li> </ul>	<ul style="list-style-type: none"> <li>Economic Wellbeing (Cycle A)</li> <li>Transition (Cycle A)</li> </ul>
<b>Music</b>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>Singing focus: Musical Stories 2 Block A</li> <li>Cultural and social – lyrics Block A</li> </ul> <p><b>Untuned Percussion</b></p> <ul style="list-style-type: none"> <li>Untuned focus: Music technology 2 Block B</li> <li>Alter tempo and rhythm to create effects Block B</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>Singing focus: Introducing structure 2 Block C</li> <li>Identify cyclic patterns inc. verse/chorus, coda Block C</li> </ul> <p><b>Keyboard</b></p> <ul style="list-style-type: none"> <li>Tuned focus: Musical notation 4 Block D</li> <li>Create simple notation Block D</li> </ul>	<p><b>Keyboard</b></p> <ul style="list-style-type: none"> <li>Tuned focus: Composition 4 Block E</li> <li>Improvise using melodic phrases Block E</li> </ul> <p><b>Range of instruments studied</b></p> <ul style="list-style-type: none"> <li>Performance focus: Improvisation 2 Block F</li> <li>Perform including an element of improvisation Block F</li> </ul>
<b>Languages</b>	<ul style="list-style-type: none"> <li>Greetings and the classroom</li> <li>Colours, emotions and numbers (0-10)</li> </ul>	<ul style="list-style-type: none"> <li>Introductions and questions</li> <li>Working together (following instructions)</li> </ul>	<ul style="list-style-type: none"> <li>Playing together (asking to play)</li> <li>Eating together</li> </ul>