

WILLIAM MURDOCH PRIMARY SCHOOL – KEY STAGE 2 CURRICULUM MAP 2025-26

	YEAR 3			YEAR 4			YEAR 5			YEAR 6		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
<b>ENGLISH</b>	<p><b>Voices in the Park</b> Exploring Picture Books Generating Questions Texts in other forms Prediction, inference, sequencing &amp; explanation skills. Viewpoints of different characters. Diary Writing Direct Speech in Writing Similes &amp; Adjectives</p> <p><b>Aesop’s Fables</b> Writing in Paragraphs Re-telling of fables in own words. Character Analysis Narrative Writing Building atmosphere in texts &amp; writing.</p> <p><b>Hurt No Living Thing (poetry)</b> Examining Classic Poetry Exploring Celebratory Poems Imitation of Poetical Language</p>	<p><b>Sentence Construction</b> Simple sentences Compound sentences with coordinating conjunctions (and, but, or, so) Pronouns within a compound sentence (subject) Pronouns within a compound sentence (object) Adjectives Superlatives Adverbials of time (within and start of a sentence) Adverbials of manner within and start of a sentence) Adverbials of place (within and start of a sentence)</p> <p><b>Expository Writing</b> Chronological report about Ancient Egypt Instructions on how to make a moving mechanical booklet</p> <p><b>Narrative Writing</b> Character descriptions Retelling of the Sheep Pig story</p> <p><b>Texts</b> The Sheep Pig</p>	<b>TBC</b>	<p><b>Charlotte’s Web</b> Information Texts Persuasive Texts Prediction &amp; inference skills. Persuasive Writing Newspaper Report Setting Description Book Review</p> <p><b>African Tales</b> Examining tales from other cultures. Comparing similarities and differences between texts. Diary Entries Summary Writing SPaG Assessments</p>	<p><b>Sentence Construction</b> Difference between simple and compound sentences Compound sentences with a semicolon Subordinating conjunctions (because, when, although) Main and subordinating conjunctions Complex sentences Dialogue (basic rules) Direct speech (statement, exclamation, question) Verbs in relative clauses</p> <p><b>Expository Writing</b> Chronological report about Mediterranean Europe Report about Living Things</p> <p><b>Narrative Writing</b> Formal apology letters First person narration</p> <p><b>Texts</b> Room 13 The Boy at the Back of the Class</p>	<b>TBC</b>	<p><b>Kensuke’s Kingdom</b> Debates Explanation &amp; Inference Skills Setting Descriptions Diary Entries Adverbial Phrases Use of Similes Features of Non-chronological Texts Non-chronological Report Writing Exploring Characters Direct &amp; Reported Speech Newspaper Articles Fictional Recounts Emotive Language Persuasive Writing SPaG Assessments</p>	<p><b>Sentence Construction</b> Simple sentences Compound sentences Complex sentences Embedded relative clauses Relative clauses at end of main clause Defining relative clauses Non-defining relative clauses Relative clauses within compound sentences Relative clauses within complex sentences Using a range of sentence types Parenthesis (dashes instead of commas) Ellipsis as omission Similes &amp; Metaphors Personification Noun phrases Embedded appositives</p> <p><b>Expository Writing</b> Mountains Non-chronological report Science investigation write up</p> <p><b>Narrative Writing</b> Recounts of experiences Persuasive letters</p> <p><b>Texts</b> The Lion, the Witch and the Wardrobe</p>	<b>TBC</b>	<p><b>Sentence Construction</b> Revision of simple, compound and complex sentences Compound and multi-clause sentences Complex and multi-clause sentences Multi-clause complex sentences with coordinating conjunctions Using a range of sentence types Standard English double negatives Subject-verb agreement Anaphora’s Epistrophe’s Hyperboles Active and passive voice</p> <p><b>Expository Writing</b> Non-chronological report-Victorians Science experiment – heart rates</p> <p><b>Narrative Writing</b> Retelling of narrative Informal persuasive letter writing</p> <p><b>Texts</b> Street Child</p>	<p><b>Sentence Construction</b> Conjunctive adverbs Semicolons to mark boundary Dash to mark boundary Dash for parenthesis Colon to explain Colon to introduce an example Colon to introduce a list Semi-colon within a list Dialogue – basic rules Verbs in reporting clauses Direct speech – non-standard English Direct speech – ellipses Direct speech – dash</p> <p><b>Expository Writing</b> Non-chronological - suffragettes</p> <p><b>Narrative Writing</b> Retelling of a narrative – diary Third person narrative</p> <p><b>Texts</b> Clockwork The Beast of Croglin Grange</p>	<b>TBC</b>
<b>MATHS</b>	Place Value within 1,000 Addition & Subtraction Multiplication & Division	Multiplication & Division Length & Perimeter Fractions Mass Capacity	Fractions Money Time Angles & Properties of Shapes Statistics	Place Value: 4-digit numbers Addition & Subtraction Measure: Area Multiplication & Division	Multiplication & Division Length & Perimeter Fractions Decimals	Decimals Money Time Geometry: Angles & 2D Shapes Statistics Geometry: Position & Direction	Place Value within 1,000,000 Addition & Subtraction Multiplication & Division Fractions	Multiplication & Division Fractions Decimals & Percentages Measure: Perimeter & Area Graphs & Tables	Geometry: Properties of Shapes Geometry: Position & Direction Decimals Negative Numbers Measure: Converting Units Measure: Volume	Place Value within 10,000,000 Four Operations Fractions Measure: Imperial & Metric Measures	Ratio & Proportion Algebra Decimals Percentages Measure: Perimeter, Area & Volume	Statistics Geometry: Properties of Shapes Geometry: Position & Direction Problem Solving
<b>SCIENCE</b>	<p><b>The Human Body</b> 1. The Muscular System 2. The Skeletal System 3. The Nervous System 4. Nutrition 5. The Digestive</p> <p><b>Cycles in Nature</b> 1. The Four Seasons 2. Seasonal Cycles in Plants 3. Life Cycle of a Plant 4. Animal Migration 5. Life Cycle of a Frog</p>	<p><b>Forces and Magnets</b> 1. Forces (Gravity) 2. Friction 3. Magnet 4. Magnetic Poles &amp; Fields 5. Investigating the Strength of Magnets</p> <p><b>Rocks</b> 1. Sorting Rocks 2. How Rocks are Formed 3. Permeability 4. Fossils 5. Soil</p>	<p><b>Plants</b> 1. Botany &amp; Flowering Plants 2. Requirements for Life &amp; Growth 3. Water Transportation in Plants 4. Pollination in Flowering Plants 5. Seed</p> <p><b>Light</b> 1. Light and Dark 2. Transparent &amp; Opaque 3. Mirrors &amp; Reflection 4. Shadows Finding Patterns in</p>	<p><b>The Human Body</b> 1. Cells &amp; Nutrients 2. Teeth &amp; Senses 3. Digestion 4. A Healthy Diet 5. Vitamins &amp; Minerals</p> <p><b>Classification of Plants &amp; Animals</b> 1. Introduction to Classification 2. Classes of Vertebrates: Fish &amp; Amphibians 3. Classes of Vertebrates: Reptiles, Birds &amp; Mammals 4. Classes of Invertebrates: Insects, Arachnids &amp; Molluscs 5. Classification of Plants</p>	<p><b>Ecology</b> 1. Living Things &amp; Habitats 2. Natural Cycles 3. Web of Living Things 4. Human Threats to the Environment 5. Ecology in our Local Area</p> <p><b>Sound</b> 1. What is sound? 2. Speed of sound 3. Qualities of sound - Pitch &amp; Volume 4. Human Voice 5. Ears - how we hear</p>	<p><b>The Water Cycle</b> 1. States of Matter 2. Evaporation 3. Condensation 4. Precipitation 5. The Water Cycle</p> <p><b>Electricity</b> 1. Electrical Safety 2. Parts of a Circuit 3. Switches 4. Thomas Edison &amp; Lewis Latimer 5. Investigating Conductive &amp; Non-conductive Materials</p>	<p><b>The Human Body</b> 1. Human Growth Stages 2. Adolescence &amp; Puberty 3. Slowing Down 4. Growth in Humans &amp; Animals 5. Preparation for Assessment (research &amp; scientific drawing)</p> <p><b>Materials</b> 1. Properties of materials 2. Which material is best? 3. Solubility - which materials are most soluble/what solubility means 4. Separating mixtures - sieving, filtering, evaporating 5. Reversible Changes - dissolving, mixing, change of state</p>	<p><b>Living Things</b> 1. Life Cycles of Plants &amp; Animals in our Local Area 2. Reproduction in Plants 3. Life Cycles of Mammals &amp; Amphibians 4. Life Cycles of Insects &amp; Birds 5. The Work of David Attenborough &amp; Jane Goodall</p> <p><b>Forces</b> 1. Forces including Gravity 2. Air Resistance, Water Resistance &amp; Friction 3. Guided Investigation: Paper Drop 4. Guided Investigation: Paper Drop 5. Pulleys, Gears &amp; Levers</p>	<p><b>Astronomy</b> 1. The Big Bang &amp; The Expanding Universe 2. Gravity 3. Our Solar System 4. The Moon 5. Our Galactic Neighbourhood</p> <p><b>Meteorology</b> 1. Meteorology &amp; The Atmosphere 2. The Ozone Layer 3. Air Movement 4. Cold &amp; Warm Fronts 5. Thunder &amp; Lightning</p>	<p><b>The Human Body</b> 1. The Heart: Circulation of the Blood 2. Blood Vessels &amp; Transport 3. Components of Human Blood 4. Blood Pressure &amp; Heart Rate 5. Heart Rate - An Investigation</p> <p><b>Classification of Living Things</b> 1. Classifying Organisms 2. Cells: Plant &amp; Animal Cells 3. Taxonomy 4. Vertebrates 5. Invertebrates</p>	<p><b>Electricity</b> 1. Simple Series Circuits 2. Parallel Circuits 3. Switches 4. Planning an Investigation 5. Investigation</p> <p><b>Light</b> 1. How Light Travels 2. How We See 3. Shadows &amp; Their Shapes 4. The Colour of Light 5. Making a Periscope</p>	<p><b>Reproduction</b> 1. Asexual Reproduction 2. Sexual Reproduction in Non-flowering Plants 3. Sexual Reproduction in Flowering Plants 4. Reproduction in Animals 5. Growth Stages</p> <p><b>Evolution</b> 1. Fossils &amp; Evolution 2. Inheritance 3. Adaptation 4. Charles Darwin 5. Alfred Wallace</p>
<b>HISTORY</b>	Stone Age to Iron Age Ancient Egypt	The Anglo-Saxons, Scots & Vikings	Ancient Greece	Life in Ancient Rome The Rise & Fall of Rome	Law & Power Wars of the Roses	The Stuarts	Baghdad c.900CE The Early British Empire	The French Revolution The Transatlantic Slave Trade	The Industrial Revolution The Victorian Age	World War I The Suffragettes	The Rise of Hitler/WWII WWII/The Holocaust	The Cold War The History of Human Rights
<b>GEOGRAPHY</b>	Spatial Space Settlements	Rivers Asia: China & India The South West UK	Western Europe Asia: China & India	Spatial Sense Mediterranean Europe	Eastern Europe Northern Ireland	London & the South East Asia: Japan	Spatial Sense Mountains	Midlands, East Anglia, Yorkshire & Humberside Local Study	New Zealand & the South Pacific Local Study	Spatial Sense British Geographical Issues	North America South America	Africa Globalisation
<b>MUSIC</b>	Unit: <b>Glockenspiel</b> Learning basic instrumental skills by playing tunes in varying styles Introduction to the language of music, theory and composition.	Unit: <b>Three Little Birds</b> Reggae Animals, Jamaica, poetry and the historical context of musical styles	Unit: <b>Bringing Us Together</b> Disco Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.	Unit: Birmingham Peripatetic music service provision: Whole Class Instrument Teaching (WCIT) - guitar, flute, brass instruments	Unit: Birmingham Peripatetic music service provision: Whole Class Instrument Teaching (WCIT) - guitar, flute, brass instruments	Unit: Birmingham Peripatetic music service provision Whole Class Instrument Teaching (WCIT) - guitar, flute, brass instruments	Unit: <b>Livin’ On A Prayer</b> Rock How rock music developed from the Beatles onwards. Analysing performance	Unit: <b>The Fresh Prince of Bel Air</b> Hip Hop compose own rap or words to the existing rap, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.	Unit: <b>Dancing In The Street</b> Motown The history of Motown and its importance in the development of Popular music. Civil rights.	Unit: <b>Classroom Jazz</b> History of music - Jazz in its historical context (Jazz, Latin, Blues)	Unit: <b>You've Got A Friend</b> The music of Carole King Her importance as a female composer in the world of popular music.	Unit: <b>Reflect, Rewind and Replay</b> Western Classical Music Consolidate the foundations of the language of music.
<b>ART</b>	Line (A1) Still Life and Form (A2)	Landscape and Symmetry (Sp1) Mythological Paintings (Sp2)	Architecture (S2) Modern Architecture (S2)	Light (A1) Space (A2)	Monuments of Ancient Rome (Sp1) Byzantium (Sp2)	Design (S1) Embroidery, Needlework and Weaving (S2)	Style (A1) Islamic (A2)	African Art (Sp1) Chinese Art (Sp2)	Take One Picture (S1 and 2)	Art Printing (A1)	Renaissance (Sp1 and 2)	William Morris (S2)

<b>Computing</b>	Internet access for supporting core and foundation subjects using iPads and Chromebooks Computing systems and networks – Connecting computers Digital devices and tools Creating media - Stop-frame animation	Internet access for supporting core and foundation subjects using iPads and Chromebooks E-Safety Programming A - Sequencing sounds Data and information – Branching databases	Internet access for supporting core and foundation subjects using iPads and Chromebooks Creating media – Desktop publishing Programming B - Events and actions in programs	Internet access for supporting core and foundation subjects using iPads and Chromebooks Computing systems and networks – The Internet Creating media - Audio production	Internet access for supporting core and foundation subjects using iPads and Chromebooks E-Safety Programming A – Repetition in shapes Data and information – Data logging	Internet access for supporting core and foundation subjects using iPads and Chromebooks Creating media – Photo editing Programming B – Repetition in games	Internet access for supporting core and foundation subjects using iPads and Chromebooks Computing systems and networks Systems and searching Copyright and ownership Creating media Video production	Internet access for supporting core and foundation subjects using iPads and Chromebooks Programming A – Selection in physical computing Data and information – Flat-file databases	Internet access for supporting core and foundation subjects using iPads and Chromebooks Creating media – Introduction to vector graphics Copyright and ownership Programming B – Selection in quizzes	Internet access for supporting core and foundation subjects and SATs preparation using iPads and Chromebooks Programming A – Variables in games Data and information – Spreadsheets	Internet access for supporting core and foundation subjects and SATs preparation using iPads and Chromebooks Programming A – Variables in games Data and information – Spreadsheets	Internet access for supporting core and foundation subjects and SATs preparation using iPads and Chromebooks 3D Programming Creating media – 3D Modelling Programming B - Sensing movement Privacy and Security
<b>Latin</b>	Origins of Language	Present Tense Verbs	Verbs and Adverbs	Subject and Object Nouns	Simple Sentences	Numerals and 'To Be'	Adjectives and Agreement	Prepositions	Past Continuous Tense	Third Group Nouns	Possessive Noun Endings	Negatives and Conjunctions
<b>P.E</b>	<b>Gymnastics (Unit 1)</b> To attempt to compose independent pieces. To perform a sequence of movements in unison.  <b>Dance (Unit 1)</b> To perform a sequence using facial expressions and props.  <b>Gymnastics (Unit 2)</b> To incorporate jumps and leaps into sequences.  <b>Badminton</b> To be able to recognise some rules of the game. To practise serving and forehand hitting.	<b>Lacrosse</b> To be able to adhere to some of the rules. To be able to pass and catch the ball in game situations.  <b>Handball</b> To be able to demonstrate passing and catching skills. To learn defensive skills.  <b>Netball</b> To be able to identify and demonstrate the different throws. To use space when attacking.  <b>Tag Rugby</b> To use footwork and body control to evade attackers.	<b>Athletics</b> To understand and demonstrate that jumps can be used for distance and for height. To be able to throw with speed and power. <b>Tennis</b> To identify and adhere to some rules of tennis. To begin to serve and use the racket correctly when performing forehand shots.  <b>Rounders</b> To be able to play a game of rounders following the rules and using rounders skills.  <b>Football</b> To show control when sending and receiving the ball.	<b>Netball</b> To develop footwork and marking skills. To introduce hi-5 netball positions and rules.  <b>Football</b> To develop passing for distance. To dribble using different parts of the feet.  <b>Badminton</b> To develop forehand and backhand passing. To practise trick shots.  <b>Handball</b> To defend and stop attacks by blocking and intercepting.	<b>Gymnastics (Unit 2)</b> To be able to define some muscles that are needed for certain moves. To increase the amount of moves in a sequence.  <b>Dance (Unit 1)</b> To perform dances with a starting and finishing position. To include freeze frames in performances.  <b>Tennis</b> To perform both forehand and backhand shots in a game.  <b>Hockey</b> To be able to demonstrate an ability to dribble and push pass. To increase speed and endurance during a game.	<b>Athletics</b> To explore the different running, jumping and throwing activities. To begin to use equipment to measure time and distance.  <b>Cricket</b> To apply simple rules, tactics and skills in a competitive context.  <b>OAA</b> To work well as a team to solve problems and interpret a simple map and its symbols.  <b>Rounders</b> To identify the different positions and their roles in the game. To be able to apply the rules and simple tactics in a competitive context.	<b>Swimming</b> <b>Hockey</b> To be able to play in different positions around the pitch. To be able to sustain power and stamina for longer.  <b>Badminton</b> To be able to use a range of shots and serves confidently. To be able to move around the court using footwork techniques.	<b>Swimming</b> <b>Gymnastics (Unit 1)</b> To be able to lead in grouped performances. To be able to perform symmetrical movements.  <b>Dance (Unit 1)</b> To perform a range of different dances confidently and fluently. To ensure dances have rhythm and expression.	<b>Swimming</b> <b>Athletics</b> To be able to sustain pace for both distance and time. To be able to participate in a relay running at their fastest speed.  <b>OAA</b> To be able to communicate as a team when participating in challenging activities. To navigate and solve problems from memory.	<b>Hockey</b> To plan and lead a group warm up. To select a range of tactics and strategies to improve game play.  <b>Netball</b> To use the blocking skill to ensure there is more attacking and defensive play. To work as a team and use tactics to improve play. <b>Badminton</b> To develop shots such as: drop and smash and use in competitive contexts. To begin to select tactics to play a more sophisticated game.  <b>Handball</b> To work collaboratively to develop teamwork and tactics. To use both defensive and attacking play	<b>Gymnastics (Unit 1)</b> To plan and lead a group warm up. To be able to arrange appropriate apparatus to enhance compositional skills and ideas.  <b>Dance (Unit 1)</b> To work collaboratively to create more complex routines. To create individual and paired routines incorporating the skills learned. <b>Tag Rugby</b> To begin to plan and lead group warm ups. To observe and analyse individual and team performances.  <b>Tennis</b> To introduce and begin to use the scoring system. To develop the doubles game and tactics,	<b>Cricket</b> To consistently apply and adhere to the rules of the game. To be able to use skills and tactics in a competitive context.  <b>Rounders</b> To apply and adhere to the rules. To play small sided games on a standard pitch to develop skills and communication.  <b>OAA</b> To work collaboratively to undertake more complex activities and use information given by others.  <b>Rounders</b> To consistently apply and adhere to the rules. To be able to work as a team to use tactics.
<b>R.E</b>	<b>Hinduism</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? <b>Christianity</b> Has Christmas lost its true meaning?	<b>Christianity</b> Could Jesus heal people? Were these miracles or is there some other explanation?	<b>Hinduism</b> How can Brahman be everywhere and in everything?	<b>Buddhism</b> Is it possible for everyone to be happy?	<b>Christianity</b> Is forgiveness always possible for Christians?	<b>Buddhism</b> What is the best way for a Buddhist to lead a good life?	<b>Sikhism</b> How far would a Sikh go for his/ her religion? <b>Christianity</b> Is the Christmas story true?	<b>Sikhism</b> Are Sikh stories important today?	<b>Christianity</b> What is the best way for a Christian to show commitment to God?	<b>Islam</b> What is the best way for a Muslim to show commitment to God? <b>Christianity</b> Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	<b>Christianity</b> Is anything ever eternal?	<b>Islam</b> Does belief in Akhirah (life after death) help Muslims lead good lives?
<b>D&amp;T</b>	Sew – Keyrings/Decorations	Build – Pop Up Books	Cook – Bread & Butter	Sew - Cushions	Build – Moving Miniature Playgrounds	Cook – Apple Crumble	Build - Toys	Cook – Pitta Bread	Sew - Bags	Build – Water Wall	Cook - Mezze	Sew – Upcycling Fashion
<b>PSHE</b>	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me