



St Paul's Way Foundation – Key Stage 2 Curriculum

Children in Key Stage 2 (comprised of Years 3 to 6) follow the National Curriculum. This provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement. There are three Core Subjects: English, Mathematics and Science. In addition to this children study eight Foundation Subjects: Art and Design, Citizenship, Computing, Design and Technology, Geography, History, Music, Physical Education and learn a foreign language (Spanish). In addition to the National Curriculum Subjects our children have Religious Education lessons.



We have high expectations for all our pupils and ensure that they are all set challenging work and are able to succeed at the highest level. As part of this children will have the opportunity to learn in small groups and as a whole class; occasionally they will work 1:1 with an adult. In addition to working with their class teacher, our Key Stage 2 children have the opportunity to work with subject specialist teachers who visit us from the Trust School. We also make use of the facilities at the Trust school, for example PE facilities and the theatre, and take children off site to go swimming.

The learning in class is supplemented by a range of visitors and trips to places of interest. This is a great opportunity to bring the children's lessons to life and enthuse the children about their learning.

Children's learning in Key Stage 2 builds on what they have learned in Key Stage 1. Our teaching is subject specific, helping prepare the children for the school structure in Key Stage 3. However, where we can make links between subjects, we do this. You can read in about what is taught in each subject within each year group in more detail below.

If you have any further questions about the curriculum, please contact the Foundation School office.



YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Mirror Mirror (Light)	Food and Our Bodies (Animals Including Humans)	Opposites Attract (Forces and Magnets)	Earth Rocks (Rocks)	How does your garden grow? (Plants)	We are Astronauts (Space)
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationship	Changing Me
History	Stone Age to Iron Age LCP/HA	The Roman Empire and its impact on Britain LCP/HA				Local History: Trade, Docks and Sailors LCP
Geography			The UK inc. Urban Case Studies RGS	UK Rural Case Study: East Anglia LCP	Global Trade RGS	
Computing	Espresso Unit 3a	We are Network Engineers	Espresso Unit 3b	Communicating Safely on the Internet	Videoing Performance	Finding and Correcting Bugs in Programmes
Design	Natural dyes and Weaving <i>Link: H</i>		Design and Make: Secure the building! Bulbs, buzzers, motors and switches		Building Design – Churches: Sir Christopher Wren and St Paul’s Bow Common	
Art	Artist focus: Leonardo da Vinci <i>Link: S</i>		Street Art and Graffiti – Artist Focus: Banksy <i>Link G</i>		Local Art: Peter Dunn Dragon’s Gate - Making Dragon Sculptures <i>Link: H</i>	
Music	Trust School	Trust School	Trust School	Performance: Preparation for Spring concert	Trust School	Trust School
RE	What do people believe about God?	Why is the bible important		Why do people pray?		What does it mean to be Christian in Britain today?
PE	Basketball / Netball	Dance / Gymnastics	Tag Rugby / Handball	Football	Fitness/Athletics	Cricket/ Rounders/ Sports Day Prep
	Real PE: Unit 1 Personal	Real PE: Unit 2 Social	Real PE Unit 3: Cognitive	Real PE Unit 4: Creative	Real PE Unit 5: Physical	Real PE Unit 6: Health and Fitness
Trips and Visitors	Museum of London: Iron Age Briton / Museum of London Archaeological Archive: Stone Age Life	National Gallery: Landscapes or still life talk + LDV paintings	Museum of London Docklands: Lascar Sailor and Sailor Town	Natural History Museum: Red Zone & Mary Anning	Museum of London: Roman gallery and any Roman workshop	Stepney City Farm: Plants, Food Growing and Gardening

YEAR 4	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Science	Living Things Living Things and Their Habitat	Looking at States States of Matter	Teeth and Eating Animals Including Humans	What's That Sound? Sound	Power it UP! Electricity	Brilliant Bubbles States of Matter
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationship	Changing Me
History	Britain's settlement by Anglo Saxons and Scots LCP/HA	Britain's settlement by Anglo Saxons and Scots LCP/HA			World War 2 and the Blitz inc. Local History Case Study on the Docklands in WW2 LCP/HA	
Geography			The Mediterranean inc. Case Studies on Italy and France LCP/RGS			
Computing	Coding	HTML script	Educational Games	Interactive Toy	Digital Music	Educational Wikis
Design	Design and Make: Viking Boats <i>Link: H</i>		Design and Make: Towers – Designer Focus Gustave Eiffel <i>Link: G</i>	Cooking: French/Italian Food <i>Link: G</i>	Designer Focus: Clarice Cliff	
Art	Mixed Media Collage: Viking Boats <i>Link: H</i>		Artist Focus: Monet and Impressionists <i>Link: G</i>		Local Art: Blitz Memorial @ Hermitage River Gardens and other peace memorials <i>Link: H</i>	
Music	Trust School	Trust School	Trust School	Performance: Preparation for Spring concert	Trust School	Trust School
RE	Why is Jesus inspiring to some people?		What does it mean to be Hindu in Britain today?	Why are festivals important to religious communities?	Why do some people think life is a journey?	What can we learn from religions about what is right and wrong?
PE	Basketball / Netball	Dance / Gymnatics	Tag Rugby / Handball	Football	Fitness/Athletics	Cricket/ Rounders/ Sports Day Prep
	Real PE: Unit 1 Personal	Real PE: Unit 2 Social	Real PE Unit 3: Cognitive	Real PE Unit 4: Creative	Real PE Unit 5: Physical	Real PE Unit 6: Health and Fitness
Trips and Visitors	<i>Museum of London: Viking and Saxon Gallery / Museum of London Archaeological Archive: Viking Londoners</i>	<i>Visit Hindu Temple (Mandir)</i>	<i>Art Gallery Visit - Impressionists</i>	<i>Pizza Express</i>	<i>Soanes Centre: Rudolf electric or Science Museum: Electricity Trail & Energy, Fuelling the Future</i>	<i>Museum of London Docklands: Docklands at War Gallery and Bella Feltwell or Docklands at War</i>

YEAR 5	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Science	Material World Properties and Changes of Materials	Circle of Life Living Things and Their Habitat	Out of This World Earth and Space	Let's Get Moving Forces	Growing Up and Growing Old Animals Including Humans	Brilliant Scientists Science in the real world
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationship	Changing Me
History	Ancient Egypt HA			Mayans HA		Early Islamic Society HA
Geography		Rivers RGS	Brazil RGS		The USA RGS	
Computing	We are Architects	Espresso 5a	We are Game Developers	Espresso 5b	We are Bloggers	We are Artists
Design	Design and Make: Ancient Egyptian Shaduf <i>Link: H</i>		Design and make: Rockets and Forces <i>Link S</i>		Islamic Art: Tiles <i>Link H</i>	
Art	Ancient Egyptian Portraits and Imagery <i>Link H</i>		Artist Focus: Van Gogh (Starry Night) <i>Link S</i>		Islamic Art <i>Link: H</i>	
Music	Trust School	Trust School	Trust School	Performance:	Trust School	Trust School
RE	Why do some people believe God exists?	If God is everywhere, why go to a place of Worship?	What difference does it make to believe in Ahimsa, Grace and Ummah?		What does it mean to be a Muslim in Britain today?	
PE	Basketball / Netball	Dance / Gymnastics	Tag Rugby / Handball	Football	Fitness/Athletics	Cricket/ Rounders/ Sports Day Prep
	Real PE: Unit 1 Personal	Real PE: Unit 2 Social	Real PE Unit 3: Cognitive	Real PE Unit 4: Creative	Real PE Unit 5: Physical	Real PE Unit 6: Health and Fitness
Trips and Visitors	<i>British Museum: Ancient Egypt</i>	<i>Stepney City Farm: Habitats</i>	<i>Science Museum: Space Galleries</i>	<i>Tate Britain: Van Gogh Exhibition</i>	<i>Mosque Visit (link to RE learning)</i>	<i>V&A Museum: Islamic Art</i>