



Oak Class KS2 Curriculum – Spring 2

History	Science	DT	PE	Computing
<p>Why did the Anglo-Saxons and Scots settle in Britain?</p>	<p>LKS – Plants</p> <p>UKS – Living Things and their habitats</p>	<p>Structures: Shell structures (CAD)</p> <p>How can we use CAD to design wrapping paper and packaging for a present?</p>	<p>Game: handball & Netball</p>	<p>Programming B: Selection in Quizzes</p> <p>Data & Information: Branching Databases</p>
<p>Sequence of lessons:</p> <p>1 - Why did the Anglo-Saxons invade?</p> <p>2 - Where did the early Anglo-Saxons live and how do we know?</p> <p>3 - Who were the Scots and why did they want to settle?</p> <p>4 - Who was the owner of the mystery ship burial at Sutton Hoo?</p> <p>5 - How did people's lives change when Christianity came to Britain?</p>	<p>Sequence of lessons:</p> <p>LKS</p> <ol style="list-style-type: none"> How do different factors affect plant growth? What are the functions of the parts of a flowering plant and how are they used in photosynthesis? How is water is transported within plants? What part do flowers play in the life cycle of flowering plants? What is the process of pollination and how are seeds dispersed? How do different factors affect plant growth? <p>UKS</p> <ol style="list-style-type: none"> What is the life process of a plant? Are the life cycles of mammals all the same? 	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> Lesson 1 – What types of wrapping paper / packaging are currently on the market? Lesson 2 – Which existing products are the most popular in our class? Lesson 3 – How does CAD design work? Lesson 4 – Can I design packaging for a present using CAD? Lesson 5 – Can I use my design to make packaging for a present using CAD? Lesson 6 – Is my final product successful? How do I know this? 		<p>LKS</p> <p>Curriculum milestone</p> <ol style="list-style-type: none"> I can create questions with yes / no answers to categorise objects. I can retrieve information from different levels of a branching database. I can use a digital device to collect data automatically. I can choose how often to collect data samples. <p>UKS</p> <p>Curriculum milestone</p> <ol style="list-style-type: none"> I can use selection in my programs. I can create an 'if... then... else...' statement that will result in different outcomes. I can explain that instructions in a program will produce specific outcomes.

	<ol style="list-style-type: none"> How do the life cycles of insects compare to amphibians? What is the life cycle of a bird and a reptile? What have Jane Goodall and David Attenborough done? How can I research and present on the life cycle of a creature? 			<ol style="list-style-type: none"> I can create and modify a count or event controlled loop. I can use variables of my own creation within my programs. I can program the way that a variable changes. I can program and debug multiple functions on programmable hardware.
Composite/Outcome	Composite/Outcome	Composite/Outcome	Composite/Outcome Complete the skills circuit under time pressure or in a small-sided game, applying all skills in a realistic context.	Composite/Outcome

PSHE	Music	RE	<u>Key Texts / Vocabulary</u>
<p>Sequence and unit titles of lessons:</p> <p>Being My Best</p> <ul style="list-style-type: none"> For or against? (Y3) Harold's seven R's (Y4) My school community (Y5) Independence and responsibility (Y5) Basic first aid, inc. Sepsis awareness (Y6) <p>Five ways to wellbeing project (Y6)</p>	<p>LKS</p> <p>The Dragon Song by Joanna Mangona and Pete Readman</p> <ol style="list-style-type: none"> Listen and Appraise Musical Activities: singing Playing Instruments Improvisation <p>UKS</p> <p>Adele - Make you feel my loved</p> <ol style="list-style-type: none"> Listen and appraise Musical Activities: singing Playing Instruments Improvisation 	<p>Gospel - How do Christians live? What would Jesus do?</p> <p>Church visit – Easter Service</p> <p>Sequence of lessons:</p> <p>Lesson 1: Where do Christians find out about what Jesus did?</p> <p>Lesson 2: Why do Christians think it is wise to follow Jesus' teachings?</p> <p>Lesson 3: What was Jesus' sermon on the mount about?</p> <p>Lesson 4: How do some Christians follow Jesus' example in caring for those in need? (part 1)</p> <p>Lesson 5: How do some Christians follow Jesus'</p>	<p>Kid Normal</p> <p><u>Higher-Level Words for KS2</u></p> <ul style="list-style-type: none"> Supervillain / villainous – The main enemy, Nektar, is described as a “super villain” who is half man, half wasp. Capabilities – A special term in the book meaning superpowers (used at The School). Mind control – Nektar uses mind control to enslave people with stronger powers. Unconventional – Murph's group includes students with unusual, “not particularly useful” superpowers. Dynamic – The cast of characters is described as dynamic and quirky.

		example in caring for those in need? (part 2) Lesson 6: How far do Jesus' teachings and actions inspire others?	<p><u>Descriptive language</u></p> <ul style="list-style-type: none"> • The narrative voice is described as sarcastic, witty, and full of British humour. • The book includes slapstick humour and “outrageous characters,” giving it a lively tone. • It features goofy humour with absurd moments (e.g., shouting silly phrases). [bookroo.com] • The villain Nektar is “absurd but menacing,” giving vivid description to his character. • The prose is written with emphasis, silly voices, and sound effects, ideal for reading aloud. <p><u>Plot & Events</u></p> <ul style="list-style-type: none"> • Murph accidentally enrolls in a school for children with superpowers, despite having none. • He joins a group of “Super Zeroes”, children with unusual or underestimated abilities. • A science experiment gone wrong creates Nektar, a villain who is part man, part wasp. • Nektar uses mind control to take over more powerful students and staff. • Murph and the Super Zeroes must work together to save the day despite having no real powers. <p><u>Themes and emotions</u></p> <p>Identity & belonging – Murph struggles with fitting in and discovering his place. Friendship – Murph and the Super Zeroes support each other and work as a team. Everyone is special – The book emphasises that you don't need superpowers to be a hero. Bravery – Murph learns to be courageous despite feeling inadequate.</p>
Composite/Outcome	Composite/Outcome	Composite/Outcome	
<p>Key dates:</p>			

Overcoming bullying / unfairness – The Super Zeroes are mocked by other students but still prove their worth.

Characters & Setting (from Kid Normal)

- **Murph Cooper**, the “Kid Normal,” has no powers but becomes the main hero.
- The story is set in **The School**, a hidden academy for children with “Capabilities.”
- **The Super Zeroes** form Murph’s friendship group — each with odd or underestimated powers.
- **Nektar**, the villain, is a frightening mix of man and wasp created by a lab accident.
- The school contains a mix of **powerful students, bullies, and quirky teachers**, shaping Murph’s experience.