

## Nursery Curriculum Map: Autumn Term

Topic	All About Me					Celebrations						
Role Play Areas	Home Corner				Hairdressers	Home	Indian restaurant	Science lab	3 bears house	House	Post office	Christmas house
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Topic Focus	Home / School Visits Myself		My Family	Black History Month		Halloween /Autumn	Bonfire Night	Science Week	Goldilocks- Number 3	Stay and Play Story Sequencing	Christmas	Nativity
Literacy Core Books	Owl Babies	Owl Babies	Super Duper You Part of the party And tango makes three	Coming to England The colour of us Skin like mine Layla's happiness Mega magic hair swap Happy in our skin		The colour monster Sweep Goodbye Summer, Hello Autumn	The Best Diwali Ever	Ada Twist Scientist Who Sank the Boat Mr Gumpy's Outing	Goldilocks (see MD)	Pete the cat and his friends	Elf Chase Peter Rabbit Christmas The Christmas Bear The Jolly Christmas Postman Nativity Flap Book The Christmas Story	
Nursery Rhymes	Incy Wincy Open Shut Them	Little Peter Rabbit Humpty Dumpty	Hey Diddle Diddle	Miss Polly Had a Dolly	I'm a Little Teapot	Zone of Regulation	1,2,3,4,5 once I caught... Wheels on the Bus	London Bridge is Falling Down Row your Boat	When Goldilocks went to the house of the bears (Makaton)	Pete the Cat and his 4 Groovy Buttons	Five Little Speckled Frogs	Twinkle Twinkle Christmas Songs/Carols
Personal Social and Emotional	<p>Ongoing- classroom routines and boundaries.</p> <p>Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict.</p> <p>Begin focus child observation with home/school partnerships</p> <p>Set up and reinforce child self-registration.</p>											

	<p>Activities to develop relationships, making friends, sharing and turn taking, dealing with conflict.  Talking about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  Support children to increase independence when selecting activities and resources.  Ongoing-Health and self-care skills.  Toileting, feeding, dressing. Oral health.  Helping children develop positive attitudes towards diversity and inclusion.  Ask questions and answer children straight-forwardly about differences in skin colour, hair colour, gender, special needs and disabilities.  Talking about their feelings using more elaborated ways like 'I'm happy because...', 'sad', 'angry' or 'worried because...'</p>
<b>Communication and Language</b>	<p>Ongoing- Speaking and Listening skills.  Vocabulary linked to book of the week and topic. Introduce words of the week - displayed on the vocabulary wall (text and picture).  Dev. M observation checkpoint Birth to three year olds can the child use around 50 words plus, frequently asking questions, putting three words together or more?  Ongoing-Puppets and small world relating to the core book of the week and topic.  Role play areas inside (Home corner) and outside (Builder's construction site/Home Corner)  Daily - days of the week and weather.  Weekly rhyme of the week displayed and sung daily. Bank of rhymes kept in a basket for children to return to.  Daily talk to extend children's vocabulary and explain unfamiliar words and concepts from the books that they read (dialogic reading approach.)  Check understanding and explain new vocabulary when reading books.  Children are encouraged to talk about what is happening in their environment and give their own ideas.</p>
<b>Literacy Reading and comprehension</b>  <b>Word reading</b>  <b>Writing</b>	<p>Class reading library with a selection of information, topic and choosing books. Children take home a school library book every week.  Selecting books and handling them with care.  Daily - Adults reading to small groups and whole class (story times and at the end of the day).  Throughout the day topic books are shared with children (books throughout the environment).  Regular sharing of books and discussion of children's ideas and responses.  Understanding key concepts about print: print has meaning, print can have different purposes and we read English text from left to right and from top to bottom.  Phonics- environmental sounds, word reading (print carries meaning), rhyme, initial sounds  Provide opportunities in the continuous provision for child initiated mark making activities e.g. clipboards outdoors, chinks for paving stones, boards and notepads in the home corner.  Adult to act as scribe for description of mark making.  Daily - writing the number of children present and looking at the day  Model writing with topic brainstorm  Choosing independent mark making activities each day linked to the core book of the week.  Children to use IT to mix marks.</p>

	Gross motor movement inspired by Heather Hansen Children to trace their name.	
<b>Mathematics</b>	<p>Daily - Maths songs, weather &amp; day of the week, sequence of the day. Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Explore 2D shapes using mathematical language. Make comparisons between objects relating to size &amp; weight. Continuous provision- sand, water and construction Investigating environmental patterns and creating AB pattern</p>	<p>Fast recognition of up to 3 objects (subitising). Daily - Maths songs, weather &amp; day of the week, sequence of the day. Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Introduce Numicon with Number of the Week Link numerals and amounts. Experiment with marks to represent numbers. Compare quantities using 'more than', 'fewer than'. Make comparisons between objects relating to size &amp; weight. Talk about and identify patterns. Continuous provision- sand, water and construction</p>
<b>Core Books</b>	<p>10 Little Pirates Owl Babies 10 in the Bed</p>	<p>One mole digging a hole by Julia Donaldson The Three Billy Goats Gruff Goldilocks Pete the Cat and his 4 Groovy Buttons The Ugly Five</p>
<b>Understanding the World</b>	<p>Ongoing- Festivals and celebration of the world, community &amp; culture - Autumn, Harvest, Diwali, Birthdays, Bonfire Night, Chinese New Year. Weekly – environment small world linked to the core book. Using their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see using a wide vocabulary. Begin to make sense of their own life-story and family's history. Explore how things work. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	
<b>Core Books</b>	<p>Owl Babies Coming to England The Mega Magic Hair Swap Part of the Party</p>	<p>The Best Diwali Ever Sparks in the Sky - Twinkl ebook The Story of Christmas</p>

<b>Physical Development</b>	<p>Continuous provision- sand and water and construction.</p> <p>Outdoor Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Children are guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run.</p> <p>Continuous Provision –different materials and tools to develop manipulation and control.</p> <p>Group activities in teams led by teachers guiding children to develop the confidence to be more independent.</p> <p>Large and small motor skills–Daily- dressing and undressing, eating habits</p> <p>Weekly - fine motor skill activities -Finger Gym</p> <p>Weekly – large muscle movements - Heather Hansen inspired (and Busy Feet)</p> <p>Continuous provision - Messy play/soft dough activities, painting &amp; chalking on vertical surfaces (easels and walls), waving flags and streamers.</p> <p>Continuous provision using one- handed tools, developing a comfortable tripod grip holding pens and pencils.</p> <p>Weekly - Yoga</p> <p>Weekly - Gymnastics</p>	
<b>Expressive arts and design</b>	<p>Continuous provision- Junk Modelling.</p> <p>Continuous provision- Messy play/soft dough activities.</p> <p>Activities relating to the book of the week – painting, collating, drawing, sculpting.</p> <p>Weekly – rhyme of the week.</p> <p>Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Weekly-Music &amp; Movement session (listening to sounds, pitch, tone, melody, melodic shape &amp; learning entire songs)</p>	<p>Continuous provision- Junk Modelling.</p> <p>Continuous provision- Messy play/soft dough activities.</p> <p>Activities relating to the book of the week - painting, collating, drawing, sculpting.</p> <p>Weekly – rhyme of the week.</p> <p>Daily – rhyme time (sing a selection of tradition and modern nursery rhymes).</p> <p>Colour mixing and tints &amp; shades.</p> <p>Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape &amp; learning entire songs)</p> <p>Christmas singalong performance to Parents.</p>
<b>Computing</b>	<p>Children engage in computing activities in all areas across the EYFS curriculum.</p> <p>Set up the routine-5 and 10-minute timers.</p> <p>Basic keyboard and mouse skills.</p> <p>Using the programmes-Busy Things, 2 paint a picture, Simple City</p>	
<b>Music</b>	<p>Singing nursery rhymes/clapping very basic rhythms on call and response/ listening to live music and recorded music (pop music and Christmas songs)</p> <p>Continuous provision - music area in the classroom with musical instruments.</p> <p>Music: Music and movement: Our Bodies</p>	

<b>Visits and visitors</b>	<a href="#">CLC - Basic coding using BeeBots and iPads</a> <a href="#">Visit to Little Angel Theatre</a> <a href="#">Hampstead Heath walk with Parents</a>
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### Nursery Curriculum Map: Spring Term

Topic	Julia Donaldson						Ready Steady Grow					
<b>Role Play Areas</b>	Forest	Circus	Farm	Farm/wedding setup	Chinese restaurant	Investigation lab - minibests	Home corner	Jack's Castle	Flower Shop		Vegetable Shop	Home corner (child-led)
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Whole School study week</b>
<b>Topic Focus</b>	The Circus	Ocean Life Environmental Link	Story Sequencing	Emergent Writing (lists)	Colour Mixing & Space	Measurement and Minibests	Bean Diaries	Minibests	How do Plants Grow?		Drama Size and weight	The Easter Story
<b>Literacy Core Books</b>	<b>The Singing Mermaid - Circus</b>	<b>The Singing Mermaid - Ocean</b>	<b>A Squash and a Squeeze</b>	<b>The Scarecrow's Wedding</b>	<b>The Smeds and The Smoos</b>	<b>Superworm</b>	<b>Jasper's Beanstalk</b>	<b>Jack and the Beanstalk</b>	<b>The Tiny Seed</b>		<b>The Enormous Turnip</b>	<b>Easter</b>
<b>Nursery Rhymes</b>	Song Box	12345 once I caught a fish	Old Macdonald	Five little Ducks	Zoom Zoom Zoom Five Little Men	There's a worm at the bottom of the garden	Five little peas in a pea pod press	Hickory Dicory Dock	Mary Mary quite contrary	Wheels on the Bus	Row Row Row Your Boat	Sleeping Bunnies
<b>Personal Social and Emotional</b>	Ongoing- classroom routines and boundaries – Supported with visuals of children demonstrating that rule/routine. Reward systems: sticky labels with comments written. Developing intimate care routines.											

	<p>Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict.</p> <p>Continue with child self-registration. No picture cue.</p> <p>Activities to develop relationships, making friends, sharing and turn taking, dealing with conflict.</p> <p>Model Phrases "Can I have a turn? Or "My turn next."</p> <p>Support children to increase independence when selecting activities and resources.</p> <p>Ongoing-Health and self-care skills.</p> <p>Toileting, feeding, dressing. Oral health.</p>
<b>Communication and Language</b>	<p>Ongoing- Speaking, listening and responding skills.</p> <p>Vocabulary linked to book of the week and topic.</p> <p>Children use speech sounds p, b, m,w. /r/w/y f/th s/sh/ch/dz/j</p> <p>Introduce words of the week - displayed on vocabulary wall (text and picture).</p> <p>Children learn words in context.</p> <p>Set up SL groups for EAL children.</p> <p>Children develop conversation with teachers and peers.</p> <p>Children given at least 10 seconds processing time when responding to simple questions. 'who', 'what' and 'where' as appropriate.</p> <p>Enjoy listening to longer stories.</p> <p>Sing a large repertoire of songs/rhymes.</p> <p>Develop pronunciation.</p> <p>Use talk to organise themselves in play.</p> <p>Ongoing-Puppets and small world relating to the core book of the week and topic.</p> <p>Role play areas inside (bakery, shoe shop, doctor's surgery) and outside (Home corner, police and fire station)</p> <p>Daily - days of the week and weather.</p> <p>Bank of rhymes kept in basket for children to return to.</p> <p>Daily talk to extend children's vocabulary and explain unfamiliar words and concepts from the books that they read.</p> <p>Check understanding and explain new vocabulary when reading books.</p> <p>Daily talk to extend children's vocabulary and explain unfamiliar words and concepts from the books that they read.</p> <p>Children to be encouraged to feel confident to talk about what is happening in their environment and give their own ideas.</p>
<b>Literacy Reading and comprehension</b> <b>Word reading</b>	<p>Class reading library with a selection of information, topic and choosing books.</p> <p>Selecting books and handling them with care.</p> <p>Core books &amp; longer stories that introduce interesting new vocabulary.</p> <p>Core books displayed in the class library.</p> <p>Daily - Adults reading to small groups and to the whole class (story times and at the end of the day).</p> <p>Throughout the day - topic books being shared with children (books throughout the environment).</p> <p>Regular sharing of books and discussion of children's ideas and responses throughout the day.</p>

<b>Writing</b>	<p>Use of books with just pictures to encourage conversations to develop understanding about what is happening (Little Wandle resources)</p> <p>Understanding key concepts about print: print has meaning, print can have different purposes and we read English text from left to right and from top to bottom.</p> <p>Weekly home reading books.</p> <p>Phonics- environmental sounds, word reading (print carries meaning), rhyme, initial sounds, oral segmenting and blending</p> <p>Provide opportunities in the continuous provision for child initiated mark making activities e.g. mark-making shed outdoors, chinks for paving stones, boards and notepads in the home corner.</p> <p>Adult to act as scribe for description of mark making.</p> <p>Daily - writing the day and date (modelled writing)</p> <p>Choosing independent mark making activities each day linked to our core book of the week.</p> <p>Children to use IT to mix marks.</p> <p>Children to trace their name</p>	
<b>Mathematics</b>	<p>Daily - Maths songs.</p> <p>Number of the day (from 1), days of the week &amp; date, visual time table, times of the day &amp; sequence of the day.</p> <p>Fast recognition of up to 5 objects (subitising).</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Recite numbers past 5.</p> <p>Counting objects with one number for each item (1:1 correspondence).</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Link numerals and amounts.</p> <p>Begin to make recognisable symbols to represent numbers.</p> <p>Explore 2D &amp; 3D shapes circles, rectangles, triangles &amp; cubes using own notation and mathematical language.</p> <p>Make comparisons between objects relating to size, length &amp; weight.</p> <p>Talk about, identify and arrange patterns.</p> <p>Use spatial words in play 'in', 'on', 'under', 'up' and 'down'.</p> <p>Continuous provision- sand, water and construction.</p>	<p>Daily - Maths songs.</p> <p>Number of the day, days of the week &amp; date, visual time table, times of the day.</p> <p>Fast recognition of up to 5 objects (subitising).</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Recite numbers past 5.</p> <p>Counting objects with one number for each item (1:1 correspondence).</p> <p>Link numerals and amounts showing the right number of objects to match the numeral.</p> <p>Begin to make recognisable symbols to represent numbers.</p> <p>Compare quantities using 'more than', 'fewer than'.</p> <p>Explore 2D &amp; 3D shapes circles, rectangles, triangles, cubes and cuboids using mathematical language 'sides', 'corners'; 'straight flat &amp; round.</p> <p>Make comparisons between objects relating to size, length &amp; weight</p> <p>Talk about, identify and arrange patterns.</p> <p>Select shapes appropriately i.e. a triangular prism for a roof.</p> <p>Describe a familiar route using spatial words 'besides' and 'between'.</p> <p>Continuous provision- sand, water and construction.</p>
<b>Core Books</b>	<p>10 Little Robots</p> <p>Walter's Web</p> <p>The Doorbell Rang</p>	

	<p>Counting With Tiny Cat Fruits - A Caribbean Counting Poem</p>
<b>Understanding the World</b>	<p>Ongoing- Festivals and celebration of the world, community &amp; culture- Winter, Spring, Chinese New Year, Valentine's Day, Mothering Sunday &amp; Easter. Ongoing – Vocabulary and language focus linked to core books and child-initiated explorations. Weekly – environment small world linked to the core book. Using their senses in hands-on exploration of natural materials. Explore natural materials indoors and outdoors-materials with similar and/or different textures. Talk about what they see using a wide vocabulary. Begin to make connections between features of their family history and other peoples family history. Visits to develop children's understanding of different occupations. Explore how things work using mechanical equipment. Continuous provision – Planting, growing seeds and caring for the natural environment. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. A diverse range of props readily available for children to explore.</p>
<b>Core Books</b>	<p>In every house on every street by Jess Hitchman Let's build a house by Mick Manning Rosie's Walk by Pat Hutchins You Choose by Nick Sharratt Tree: Seasons Come, Seasons Go by Patricia Hegarty The Growing Story by Ruth Krauss National geographic: Weather People who help us series by Rebecca Hunter Acorn Bear The busy body book by Lizzie Rockwell A New Green Day</p>
<b>Physical Development</b>	<p>Continuous provision- sand and water and construction. Outdoor Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run. Continuous Provision –different materials and tools to develop manipulation and control. Group activities in teams lead by teachers but increasingly being led by themselves. Large and small motor skills- Daily- dressing and undressing, eating habits Weekly - fine motor skill activities (Finger Gym). Weekly – large muscle movements -Busy Feet Continuous provision - Messy play/soft dough activities, painting &amp; chalking on vertical surfaces (easels and walls), waving flags and streamers. Continuous provision using one- handed tools, developing a comfortable tripod grip holding pens and pencils</p>



<b>Expressive arts and design</b>	<p>Continuous provision- Modelling with junk, clay, soft wood practising joining methods.</p> <p>Continuous provision- Messy play/soft dough activities.</p> <p>Continuous provision-Pretend play using objects to represent something else. Continuous provision-Flexible open-ended resources for children's imaginative play.</p> <p>Focus: Drawing skills – detailing body parts, emotions happy/sad</p> <p>Daily- Action Songs &amp; expression relating to topic.</p> <p>Weekly-Music skill sessions (Music Express) Explore a range of sound makers and instruments learning to play them in different ways. Weekly-Singing session teacher-led (listening to sounds, pitch, tone, melody, melodic shape &amp; learning entire songs)</p> <p>Activities relating to rhymes and core books - – painting, collating, drawing, sculpting.</p> <p>Weekly – rhyme of the week</p> <p>Daily – rhyme time (sing a selection of tradition and modern nursery rhymes) Artist focus - Yayoi Kusama</p>	<p>Continuous provision- Modelling with junk, clay, soft wood practising joining methods.</p> <p>Continuous provision- Messy play/soft dough activities.</p> <p>Continuous provision-Pretend play using objects to represent something else. Continuous provision-Flexible open-ended resources for children's imaginative play.</p> <p>Focus: Painting skills –colour mixing</p> <p>Daily- Action Songs Action Songs &amp; expression relating to topic.</p> <p>Weekly-Music skill sessions (Music Express) Explore a range of sound makers and instruments learning to play them in different ways. Weekly-Singing session –teacher-led (listening to sound, pitch, tone, melody, melodic shape &amp; learning entire songs)</p> <p>Activities relating to rhymes and core books - – painting, collating, drawing, sculpting.</p> <p>Weekly – rhyme of the week</p> <p>Daily – rhyme time (sing a selection of tradition and modern nursery rhymes) Artist focus:</p>
<b>Computing</b>	<p>Children engage in computing activities in all areas across the EYFS curriculum.</p> <p>Basic keyboard and mouse skills.</p> <p>Programmable toys.</p> <p>Using the programmes- Busy Things and Simple City.</p>	
<b>Music</b>	<p>Singing nursery rhymes/clapping very basic rhythms on call and response/ listening to live music and recorded music (pop music and classical)</p> <p>Continuous provision - music area in the classroom with musical instruments.</p>	
<b>Visits and visitors</b>	<p>Circus Skills Workshop</p> <p><a href="#">The Singing Mermaid - Little Angel (Monday 7th March 10am)</a></p> <p><a href="#">Camley Street</a></p> <p><a href="#">CLC</a></p>	

## Nursery Curriculum Map: Summer Term

Topic	Arty Farty						People Who Help Us					
<b>Role Play Areas</b>	Minibeast lab		Artist's Studio	Children's Choice		Home corner	Doctor's Surgery	Fire Station	Vet's Surgery	Dentist	Train	
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Whole School study week</b>
<b>Topic Focus</b>	Life Cycles (Butterflies in classroom)		Self confidence	Friendship		Story telling	Doctors	Fire Fighters	Vets	Dentists	Train Drivers	
<b>Literacy Core Books</b>	<b>The Hungry Caterpillar</b>	<b>The Crunchin' Munchin' Caterpillar</b>	<b>The Dot</b>	<b>On Sudden Hill/When It Rains</b>		<b>Ruby's Sword</b>	<b>A Superhero Like You Dr Ranj</b>	<b>Busy People Series - Ando Twin, Lucy George</b>				
<b>Nursery Rhymes</b>	There's a tiny caterpillar on a leaf....	Wiggly Woo	Caterpillar rhyme	Down in the Jungle...	Five little speckled frogs	Five little dinosaurs	When I grow up....(Nursery Assembly)					
<b>Personal Social and Emotional</b>	<p>Ongoing- classroom routines and boundaries – Supported with visuals of children demonstrating that rule/routine.</p> <p>Children independently remember rules.</p> <p>Reward systems: sticky labels with comments written</p> <p>Developing intimate care routines + key person and extended to other familiar + unfamiliar adults.</p> <p>Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict.</p> <p>Continue with child self-registration, children have responsible classroom roles.</p> <p>Activities to develop relationships, friendship, sharing and turn taking, understanding others feel, dealing with conflict.</p> <p>Model Phrases “Can I have a turn? Or “My turn next.”</p> <p>Helping children develop positive attitudes towards diversity and inclusion.</p> <p>Ask questions and answer children straight forwardly about differences in skin colour, hair colour, gender, special needs and disabilities.</p>											

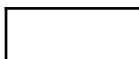
	<p>In small groups children encouraged to safely explore emotions beyond their normal range such as the feeling fear or relief.  Support children to demonstrate growth in independence when selecting a wider range of activities and resources to achieve a goal.  Resisting helping as appropriate, rather opting to supervise &amp; guide.  Cooking activities planned for relating to rhymes and book of the week.  Ongoing-Health and self-care skills.  Toileting, feeding dressing. Oral health.  Dev. Matters observation checklist Birth-3/ 3&amp;4 year olds.</p>
<b>Communication and Language</b>	<p>Ongoing- Speaking, listening and responding skills.  Vocabulary linked to core book of the week and topic.  Children use speech sounds p, b, m, w,l/r/w/y f/th s/sh/ch/dz/j.  Say multi- syllabic words – ‘hippopotamus’ or ‘pterodactyl’.  Introduce words of the week - displayed on vocabulary wall (text and picture).  Children encouraged to use words in context.  Children start conversations with teachers and peers.  Express an opinion.  Use pronouns ‘me’, ‘him’, ‘she’, plurals &amp; prepositions ‘in’. ‘on’, ‘under’.  Children given at least 10 seconds processing time when responding to simple questions. ‘who’, ‘what’, ‘where’ and ‘why’ as appropriate.  Dev.M observation checkpoint 3&amp;4 year olds. Ongoing-Supporting children to understand two part questions &amp; instructions.  Dev.M observation checkpoint 3&amp;4 year olds can the child speak in a sentence using four to six words?  Are sentences joined with because, or?  Do they use the past tense?  For example: ‘I went...’  Ongoing-Puppets and small world relating to the core book of the week and topic.  Role play areas inside (shops and vet) and outside (cafe and garden)  Daily - days of the week and weather.  Weekly rhyme of the week displayed and sung daily.  Bank of rhymes kept in basket for children to return to.  Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read.  Check understanding and explain new vocabulary when reading books.  Daily celebration, children talk about the marks they make.  Children to be encouraged to feel confident to talk about what is happening in their environment and give their own ideas.</p>

<p><b>Literacy Reading and comprehension</b></p> <p><b>Word reading</b></p> <p><b>Writing</b></p>	<p>Class reading library with a selection of information, topic and choosing books.</p> <p>Selecting books and handling them with care.</p> <p>Core books &amp; longer stories that introduce interesting new vocabulary.</p> <p>Core books displayed in class library.</p> <p>Daily - Adults reading to small groups and whole class (story times and at the end of the day).</p> <p>Throughout the day, topic books being shared with children (books throughout the environment).</p> <p>Regular sharing of books and discussion of children's ideas and responses throughout the day.</p> <p>Adults and children tell long stories to each other based on familiar books.</p> <p>Use of books with just pictures to encourage extended conversations to develop understanding about what is happening (Little Wandle resources). Understanding key concepts about print: print has meaning and how it is read, the idea of a word, spaces before and after words, sentences - full stops and capitals.</p> <p>Weekly home reading books.</p> <p>Phonics- sound discrimination and set 1 initial sounds.</p> <p>Rhyme, syllables, words with the same initial sounds &amp; word reading</p> <p>Provide opportunities in continuous provision for child-initiated mark-making activities e.g. white boards, black boards, clipboards outdoors, chalks for paving stones, boards and notepads in the home corner.</p> <p>Adult to act as scribe for description of mark making.</p> <p>Daily- fine motor activities, handwriting activities.</p> <p>Free drawing &amp; writing on their pictures using some letter knowledge.</p> <p>Daily - writing the day and date (modelled writing)</p> <p>Children write their name on their work or adult writes the name of the child and child traces over it.</p> <p>Choosing independent mark-making activities each day linked to core book of the week.</p> <p>Children to use IT to mix marks.</p>	
<p><b>Mathematics</b></p>	<p>Daily - Maths songs.</p> <p>Calculating the number of the day, days of the week &amp; date, visual time table, times of the day &amp; sequence of the day.</p> <p>Maths vocabulary and visuals displayed.</p> <p>Fast recognition of up to 5 objects (subitising).</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Recite numbers past 5.</p> <p>Counting objects with one number for each item (1:1 correspondence). Changes in amount which involve hiding.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Compare quantities using 'more than', 'fewer than'.</p> <p>Link numerals and amounts.</p>	<p>Daily - Maths songs.</p> <p>Calculating the number of the day, days of the week &amp; date, visual time table, times of the day &amp; sequence of the day.</p> <p>Fast recognition of up to 5 objects (subitising).</p> <p>Maths vocabulary and visuals displayed</p> <p>Simple mathematical challenges set in small groups with numbers up to 5 and past</p> <p>Recite numbers past 5.</p> <p>Counting objects with one number for each item (1:1 correspondence). Changes in amount which involve hiding.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Compare quantities using 'more than', 'fewer than'.</p>

	<p>Begin to make recognizable symbols to represent numbers.          Explore 2D &amp; 3D shapes circles, rectangles, triangles &amp; cubes using mathematical language to talk about properties, sharp corner, pointy, curvy. Make comparisons between objects relating to size, length &amp; weight.          Talk about, extend and create patterns.          Understand position through words alone for example 'off a path', 'down a drain.'          Stories read which involve journeys linked + children's experiences for Chn to describe a familiar route.          Continuous provision- sand, water and construction.</p>	<p>Link numerals and amounts.          Begin to make recognizable symbols to represent numbers.          Explore 2D &amp; 3D shapes circles, rectangles, triangles &amp; cubes using mathematical language to talk about properties, sharp corner, pointy, curvy.          Make comparisons between objects relating to size, length, weight &amp; capacity Talk about, extend and create patterns.          Correct an error in a repeating pattern.          Understand position through words alone for example 'off a path', 'down a drain.'          Stories read which involve journeys linked + children's experiences for Chn to discuss routes and locations using positional language.          Continuous provision- sand, water and construction.</p>
<b>Core Books</b>	<p>Kippers Toy box          The Very Hungry Caterpillar          I spy numbers          How do dinosaurs count to 10?</p>	
<b>Understanding the World</b>	<p>Ongoing- Festivals and celebration of the world, community &amp; culture- Summer, Birthdays, Ramadan, 'Eid.          Ongoing – Vocabulary and language focus linked to core books and children's child-initiated explorations.          Continuous provision – sand water and construction          Weekly – environment small world linked to the core book.          Butterfly life cycles (order caterpillars from Insect Lore)          Duck or chicken life cycles (order eggs from Incredible Eggs)          Using their senses in hands-on exploration of natural materials.          Explore &amp; compare natural materials indoors and outdoors with materials with similar and/or different textures and properties.          Talk about what they see using a wide vocabulary.          Begin to make connections between features of their family history and other peoples family history.          Visits to develop children's understanding of different occupations.          Opportunities to challenge stereotypes as appropriate          Explore how things work using mechanical equipment drawing children's attention to forces.          Continuous provision – Planting, growing seeds and caring for the natural environment.          Praise given to children showing care and respect for living things in the natural environment.          Children taught in small groups the key features of animal &amp; plant life cycles.          Continue developing positive attitudes about the differences between people.          Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	

	<p>A diverse range of props, puppets, books &amp; artefacts readily available for children to explore.          Display area for children to add to.          Children &amp; parents encouraged to participate in 'show &amp; tell'.</p>	
<b>Core Books</b>	<p>The Very Hungry Caterpillar          Minibeast non-fiction texts          Life cycle non-fiction texts          Chickens Aren't the Only Ones          By day and by night Eric Carle          Good Day, Good Night by Margaret Wise brown          National Geographic: Day &amp; Night          Duck/chicken life cycle non-fiction texts</p>	
<b>Physical Development</b>	<p>Continuous provision- sand and water and construction.          Outdoor Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently.          Riding scooters, trikes and bikes.          Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run.          Continuous Provision – different materials and tools to develop manipulation and control.          Group activities in teams lead by teachers but increasingly being led by themselves.          Areas for performance: Children taught to remember sequences and patterns of movement.          Large and small motor skills–Daily- dressing and undressing, eating habits.          Supporting children to be Increasingly independent in making healthy choices.          Weekly - fine motor skill activities (Finger Gym).          Weekly – large muscle movements – Busy Feet / Heather Hansen          Continuous provision - Messy play/soft dough activities, painting &amp; chalking on vertical surfaces (easels and walls), waving flags and streamers.          Continuous provision using one- handed tools, dominant hand, developing a comfortable tripod grip holding pens and pencils.</p>	
<b>Expressive arts and design</b>	<p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods to express ideas.          Use of more complex construction kits.          Continuous provision- Messy play/soft dough activities, using their imagination.          Continuous provision-Pretend play using objects to represent something else. Continuous provision-Flexible open-ended resources for children's imaginative play.          Focus: Sustained Drawing skills – detailing body parts, range of emotions and movement.</p>	<p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods to express ideas.          Use of more complex construction kits.          Continuous provision- Messy play/soft dough activities using their imagination.          Continuous provision-Pretend play using objects to represent something else. Continuous provision-Flexible open-ended resources for children's imaginative play.          Focus: Features of artists work across times and cultures          Daily- Action Songs Action Songs &amp; expression relating to topic.</p>

	<p>Daily- Action Songs &amp; expression relating to topic.</p> <p>Weekly-Music skill sessions (Music Express) Explore a range of sound makers and instruments learning to improvise &amp; play with control to express their ideas.</p> <p>Weekly-Singing session – teacher led (listening to sounds, pitch, tone, melody, melodic shape &amp; learning entire songs)</p> <p>Performance to music. Chn learn simple sequence.</p> <p>Activities relating to rhymes and core books - – painting, collating, drawing, sculpting.</p> <p>Weekly – rhyme of the week.</p> <p>Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Artist focus:</p>	<p>Weekly-Music skill sessions (Music Express) Explore a range of sound makers and instruments learning to improvise &amp; play with control to express their ideas. Weekly-Singing session –teacher led (listening to sound, pitch, tone, melody, melodic shape &amp; learning entire songs)</p> <p>Performance to music.</p> <p>Chn learn simple sequences.</p> <p>Activities relating to rhymes and core books - – painting, collating, drawing, sculpting.</p> <p>Weekly – rhyme of the week.</p> <p>Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Artist focus: Vincent Van Gogh (Day and night + sunflowers)</p>
<b>Computing</b>	Children engage in computing activities in all areas across the EYFS curriculum. Focus: Basic keyboard and mouse skills. Programmable toys. Using the programs- Purple Mash, PB Bears, Espresso.	
<b>Music</b>	Singing songs from around the world. Playing, creating and exploring music using untuned percussion Instruments-Djembe/drum/tambourine. Listening to a range of live music (Assemblies) Listening to recorded music (world music/ African Music)	
<b>Visits and visitors</b>	<a href="#">Visits from Fire Service</a> <a href="#">Zoo Lab</a>	



**Reception Curriculum Map: Autumn Term**

Topic	All about Me						Food and Festivals					
<b>Role Play Areas</b>	Home Corner Outside: Builders Site			Healthy Eating Cafe	Supermarket	Superhero HQ	Haunted House	Indian Restaurant		Science Lab	Christmas Post Office	Santa's Grotto
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Whole School study week</b>
<b>Topic Focus</b>	Settling In Getting to know each other. Talk about self Talk about family			Black History Month Healthy Me Super Me			Halloween	Divali	Vehicles		Hannukah and Christmas	
<b>Literacy Core Books</b>	Super Duper Me Harry and the Dinosaurs go to school Peace at Last Meesha Makes friends Jamil Jumps Supertato Elmer			We're going on a Monster Hunt Martha Maps Out My Skin Your Skin Black History- discover amazing people So Much Handa's Surprise			Funnybones  Room on a Broom	Rama and Sita story  Dipal's Divali (twinkl)	Naughty Bus Duck in a Truck My Gumpy's Motor Car		The Nativity We're Going on an Elf Hunt	
<b>Literacy Reading and comprehension</b>  <b>Word reading (phonics)</b>	Phase 1 segmenting and blending games.	S a t p	I n m d	G o c k	C k e u r	H b f l	F f l l s s j	V w x y	Z z z q u c h	Sh the ng nk	Words ending with s  Tricky words: we, me, be	Assessment and Review Week.
				Tricky Word: is	Tricky Words: l	Tricky Word: the	Tricky Words: put, pull, full, as	Tricky Words: and, has, his, her	Words ending with s  Tricky Words: go, no, to, into	Tricky words: she, push, he, of		



<b>Nursery Rhymes</b>	Hickety Bickety Bumble Bee	One finger, one thumb	Heds, Shoulders , Knees and Toes	If you are happy and you know it.	Tongue Twisters: Red lorry, Yellow lorry	5 Little pancakes	I'm a little diva lamp	The Wheels on the Bus  Row Row Row your boat	Songs and rhymes to learn for assembly.
<b>Personal Social and Emotional</b>	Golden Rules and learning the rules in the school and classroom. Develop a sense of responsibility and membership of their class community– name peg labels, Continue learning about and reinforcing the golden rules. Rewarding children: stickers, a comment of what a child has achieved, smile chart, special mentions, head teacher's awards, Barnaby Bear. Develop social phrases Build constructive and respectful relationships Express their feelings Moderate their feelings socially and emotionally Face new challenges (showing resilience and perseverance)				.Self-Regulation- Self-help skills High expectations for children following instructions, smile chart, special mentions, head teacher's awards, Barnaby Bear. Introduce house points and wow cards (to be sent home) Activities to develop relationships/making friends/dealing with conflict/sharing. Think about the perspectives of others Manage their own personal hygiene Know and talk about healthy eating and the importance of regular physical activity Know and talk about being a safe pedestrian				
<b>Writing</b>	Writing name	Letter formation linked to sounds Initial sound labelling  Writing name- signing-in			Letter formation linked to new sounds learnt Initial sound labelling CVC labelling Storymap labelling Writing tricky words			Writing letters to Father Christmas  Christmas lists  Writing Christmas cards	
<b>Communication and Language</b>	Children taught how to listen Teachers promote and model active listening. Develop social phrases Good morning, Good afternoon etc. New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. New vocabulary used repeatedly throughout the day. Children talk and articulate their ideas,				Children taught how to listen Teachers promote and model active listening. Develop social phrases Good morning, Good afternoon etc.  Introduce story scribing  Children talk and articulate their ideas,				

	<p>Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals, use of connectives. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction &amp; Non-fiction to each other and others from the class library.</p> <p>Barnaby Bear child shares their weekend with the class. Story scribing- helicopter stories</p> <p>Story time 2x per day lunchtime and home time. Traditional and Modern stories. Core books displayed in the class library.</p>						<p>Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals, use of connectives. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction &amp; Non-fiction to each other and others from the class library.</p> <p>Barnaby Bear child shares their weekend with the class Story scribing- helicopter stories</p> <p>Story time 2x per day lunchtime and home time. Traditional and Modern stories. Core books displayed in the class library.</p> <p>Perform in assembly</p>					
<b>Poetry Recital</b>	Poetry Basket- 5 little pumpkins, cup of tea, a basket of apples						Christmas songs. Rhymes for assembly					
<b>Mathematics</b>	<p><u>Baseline Assessment</u> Counting Games Counting Rhymes Number recognition <u>Match, Sort and Compare (2 weeks)</u> Sizes, patterns, Amounts <u>Talk about measure and pattern (2 weeks)</u></p>						<p><u>It's Me 1,2,3 (2 weeks)</u> Representing 1,2,3, Comparing 1,2,3 Composition 1,2,3, <u>Circles and Triangles (1 week)</u> <u>1,2,3,4,5 (2 weeks)</u> Four, Five, One More, One Less, <u>Shapes with 4 sides (1 week)</u></p>					
<b>Core Books</b>	One Mole Digging a Hole	One Ted Falls out of Bed	Dog's Colourful Day	Noah's Ark	The Enormous Turnip	Bear Hunt	The Three Bears	Three Little Pigs	Triangle	Kipper's Birthday	Night Monkey Day Monkey	Peace at Last
<b>Understanding the World</b>	<p>Talk about family Talk about celebrations at home Notice changes in the environment (Autumn)</p>						<p>Talk about and take part in celebrations (Divali, Hanukkah, Christmas) Name and describe people who are familiar to them, e.g. policemen, teachers, nurses. Recognise similarities and differences between life in this country and others</p>					

<b>Physical Development</b>	Write Dance Dough Disco Playground Games/Parachute Games Yoga	Write Dance Dough Disco Multiskills Yoga
<b>Expressive arts and design</b>	Develop storylines in their play Explore a variety of materials, tools and techniques Sing a range of nursery rhymes and songs  <u>Focus Art</u> Autumn leaf art Self portraits- painting and line drawings	Sing and learn songs Follow a dance routine Work with others to develop creative storylines Explore a range of materials and techniques  <u>Focus activities</u> Firework pictures Naughty Bus (woodwork) Christmas cards
<b>Computing</b>	<u>Continuous provision -</u> Children use technology to explore, enhance, solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.  Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and Beebots.  Role-play areas reflect current topic and include suitable electronic devices as appropriate.  Programs & Apps: 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic	
<b>Music</b>	Music and Movement: Animals	
<b>Visits and visitors</b>	Focus children parents in Village WALK	Focus chn parents in Parents in to celebrate festivals <a href="#">CLC trip</a> Theatre Trip

### Reception Curriculum Map: Spring Term

<b>Topic</b>	<b>All About Sounds</b>	<b>Production</b>
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<b>Role Play Areas</b>	Safari, Aeroplane, Police Office,				Chinese Restaurant								
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Whole School study week</b>	
<b>Topic Focus</b>	Settling In	Animals-farm	Africa	Trip? Farm Animals	Chinese New Year	The Ocean	Production Learning the story, Learning lines and direction, learning songs and dances,						
<b>Literacy Core Books</b>	The Ugly Five Three Billy Goats Gruff  (Books linked to digraphs learning)				The Magic Paintbrush	Surprising Sharks	Book of the Production Stories linked to the production- same setting/characters/theme/versions.						
<b>Literacy Reading and comprehension</b>  <b>Word reading (phonics)</b>	Ai ee igh oa	Oo ar or  Tricky Words: was, you they	Ur ow oi ear  Tricky Words: my by all	Air er  Words with double letters  Tricky words: are, sure, pure	Longer words	Assessment and review week.	Review Phase 3 sounds	Review: er and air  Words with double letters  Longer words	Words with two or more digraphs	Longer words  Words ending with -ing  Compound words	Longer words  Words with s in the middle /z/  Words ending -s  Words with -es at end /z/	Review and Assessment week	
<b>Nursery Rhymes</b>	Teddy Bear Teddy Bear/  10 in the bed.	Elephants have wrinkles	Jumbo Bwana	Old Macdonald	Pancakes	10 fat sausages	Chuck chuck chuck	5 eggs and 5 eggs	Number bond rhymes	Production Practice of songs and dances.			

<b>Personal Social and Emotional</b>	Face new challenges Work and play cooperatively with others, turn taking. Manage their own personal hygiene					Set and work towards simple goals Being able to wait for what they want Give focussed attention to what the teacher says						
<b>Writing</b>	Writing news	Story maps Labelling African Animals	Writing own 5 Animal book		Non Fiction writing: Writing Recipes  Animal fact files	Storymaps (labelling)  Ordering story	Labelling characters	Character descriptions	Character speech bubbles	Invitations to the production		
<b>Communication and Language</b>	Discuss non-fiction books Listen and talk about stories Retell a familiar tale Talk in full sentences and using new vocabulary Describe events in detail Story scribing					Use talk to work out problems Use talk to organise thinking and problems Confidently talk about stories Confidently perform in front of others (production)						
<b>Poetry Recital</b>	Poetry Basket- Pancakes, lets put on our mittens, a little house					Production songs						
<b>Mathematics</b>	<u>Alive in 5 (2 weeks)</u> Zero, comparing numbers to 5, Composition of 4,5, <u>Mass and Capacity (1 week)</u> <u>Growing 6,7,8 (2 weeks)</u> 6,7,8, Making pairs, combining 2 groups, <u>Length and height, time ( 3 weeks)</u> <u>Building 9,10 (2 weeks)</u> 9,10, Comparing numbers to 10, Bonds to 10, 3-D shapes, Pattern <u>Exploring 3-D shape (1 week)</u> <u>Maths Consolidation</u>											
<b>Core Books</b>	We all Went on Safari	Room on a Broom	The Blue Balloon	Six Dinner Sid	What the Ladybird Heard	Mr Wolfs Week	Cockatoos	Mr Magonolia	Rapunzel			
<b>Understanding the World</b>	Compare and contrast characters from the past Compare environments and animals that live in them Explore changing seasons					Begin to understand the concept of a map Describe what they hear, feel and see when outside						

	Floating and sinking Explore the natural world	Understand that some places are special to members of their community (Easter)				
<b>Core Books</b>	Ensure a range of good quality non-fiction animal books in book corner/role play/small world. Visit to the library to collect more books.					We're Going on an Easter Egg Hunt
<b>Physical Development</b>	P.E.- multiskills rotational activities. Focus on bat and ball skills. Develop throwing, catching and kicking Gymnastics- jumping off equipment safely. Explore movement and balancing. Fine Motor- tripod grip. Correct letter formation.	P.E. multiskills rotational activities. Develop everyday skills independently- use a knife and fork, zip a coat, confidently cut  Dancing- learn and follow a routine (production)				
<b>Expressive arts and design</b>	Plan and discuss what they want to make Experiment with colour (primary and secondary colours) Use different techniques to join materials  <u>Focus Activities</u> Animal printing Make a boat that floats (junk modelling) Make a bridge Chinese Lanterns	Plan and discuss what they want to make Explore a range of materials and colours  <u>Focus Activities</u> Make props for the production.				
<b>Computing</b>	<u>Continuous provision</u> - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.  Basic keyboard and mouse skills Vocabulary - Positional Language  A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate. Programs & Apps: Espresso, 2simple software, 2paint program Busy things. Typing skills using writing program. Websites: BBC Schools, Phonics play, National Geographic.					
<b>Music</b>	<b>Glockenspiels</b>	<b>Singing</b>				

	In EYFS pupils will be introduced to the glockenspiel. Lessons will focus on notes and rhythm, providing pupils the opportunity to play the glockenspiel solo and as part of a larger ensemble. Melody and tempo will be explored, and pupils will gain valuable teamwork skills in the process.	Pupils will learn how to create feeling in a song using their voices. Pupils will learn to listen to each other when they are singing in a group and how that can affect the performance. Pupils will learn about singing at different speeds and volumes and how that can change your performance and affect how your audience views the performance.
<b>Visits and visitors</b>	British Museum Trip- Art focus <a href="#">Zoolab visit</a>	<a href="#">Pizza Express trip</a>

### Reception Curriculum Map: Summer Term

Topic	Storytelling						Changes and Growing					
<b>Role Play Areas</b>	Home Corner, Bakery, Superhero HQ,						Minibeast Investigation lab, flower shop,					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Whole School study week</b>
<b>Topic Focus</b>	Traditional stories Parts of a story Telling and writing own story						Growing plants/cress Caterpillars turning into butterflies				Transition Looking forward to Year 1	
<b>Literacy Core Books</b>	Three Billy Goats Gruff Three Little Pigs Three Ninja Pigs Little Red Riding Hood Little Red Hen George and the Dragon						The Hungry Caterpillar Crunching Munching Caterpillar Caterpillar to Butterfly Eddie's Garden Jaspers Beanstalk				Don't Worry Little Crab	When I grow up...
<b>Literacy Reading and comprehension</b>	Short vowel CVCC Tricky Words: said, so, have, like	Short vowels CVCC CCVC Tricky Words:	Short vowels CCVCC CCCVC CCCVCC	Longer words Compound words	Root words ending in -ing, -ed /t/, -ed /id /ed/ -est	Review and Assessment Week	Long vowel sounds CVCC CCVC	Long vowel sounds CCVC CCCVC CCV CCVCC	Phase 4 words ending -s /s/, -s /z/ -es	Root word ending in: -ing, -ed /t/, -ed /id /ed/ -ed /d/,	Phase 4 words ending in: -s /s/, -s /z/, -es	Review and Assessment Week

Word reading (phonics)		some, come, love, do	Longer words  Tricky Words: were, here, little, says	Tricky Words: there, when, what, one	Tricky words: out, today				Longer words		Longer words	
<b>Nursery Rhymes</b>	One finger one thumb keep moving	Polly put the kettle on	Hickety Pickety my Red Hen	I am the baker man	Incy Wincy Spider		A little shell	Under a stone	10 fat sausages	Brush your teeth		
<b>Personal Social and Emotional</b>	Manage their own personal hygiene Sensitivity to theirs and others needs Follow instructions involving several ideas or actions						Healthy food, make healthy food options Follow instructions involving several ideas or actions Explain the reasons for rules, know between right and wrong					
<b>Writing</b>	Identifying parts of a story Ordering a story Planning a story Writing own story Changing the end of a story						Own Hungry Caterpillar books Cress diary Non-fiction life cycle books Letters to Nursery Children Letters to Year 1 teacher					
<b>Communication and Language</b>	Retell a story Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions. (teacher to model and support)  Lots of opportunities for talking and discussing. Introduce Show and Tell						Ask questions Offer explanations to why things happen Make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate  Show and Tell (cont)					
<b>Poetry Recital</b>	Poetry Basket- Under a stone, a little shell, If I was so small						Maths assembly rhymes Graduation song					
<b>Mathematics</b>	<u>To 20 and beyond (2 weeks)</u>						<u>Sharing and Grouping (2 weeks)</u> Doubling, Sharing and Grouping, Even and Odd, Spatial Reasoning					



	Building numbers beyond 10, counting patterns beyond 10, spatial reasoning <u>How many now? (1 week)</u> <u>Manipulate, compose and decompose (2 weeks)</u> Adding More, Taking Away, Spatial Reasoning						<u>Visualise, Build and map (3 weeks)</u> Deepening Understanding, Patterns and Relationships, <u>Make connections (1 week)</u>					
Core Books	1 moose, 20 mice	1 is a snail 10 is a crab	Snail Trail	One Ted Falls out of Bed	Monster Math	Grandpa's Quilt	The Hungry Caterpillar	The Doorbell Rang	One Odd day	Billy's Bucket	Little Red Riding Hood	How Many Legs?
<b>Understanding the World</b>	Draw information from a simple map Recognise and describe changes in the natural world (summer) Recognise some environments are different from the ones they live in						Life cycles of a caterpillar and a frog Conditions needed to grow a plant Draw information from a simple map					
<b>Physical Development</b>	P.E. Sports Day practice. Relays and races Gymnastics: Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Pencil grip to develop an accurate and fast handwriting style Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.						P.E. multiskills rotational activities. Focus on bat skills, accurate throwing and catching. Confidence in moving in different ways and finding spaces.  Develop everyday skills independently- use a knife and fork, zip a coat, confidently cut  Regular handwriting practise- letter formation. Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.					
<b>Expressive arts and design</b>	Make use of props and materials when role playing characters in narratives and stories (role play area) Share their creations, explain the process they have used. Perform songs, rhymes, poems and stories independently or with others						Share their creations, explain the process they have used. Perform songs, rhymes, poems and stories independently or with others (Assembly and Graduation)  <u>Focus activities</u> Doubling ladybirds Symmetrical butterflies					
<b>Computing</b>	Continuous provision - Children use technology to explore, enhance, solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.  Basic keyboard and mouse skills Vocabulary - Positional Language (link to Beebots)											

	<p>A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate.</p> <p>Programs &amp; Apps:, 2simple software, 2paint program Busy things. Typing skills using writing program. Websites: BBC Schools, Phonics play, National Geographic.</p>	
<b>Music</b>	<p><b>Percussion Instruments</b></p> <p>To have gained a greater understanding of percussion instruments and how to play and compose using them. To understand the terms rhythm and tempo and be able to follow instructions from a conductor.</p>	<p><b>Singing</b></p> <p>Pupils will know the different variations of group performance size, e.g., Solo, Duet and Group. Pupils will know how to perform on a stage and stage etiquette. Pupils will know the importance of keeping focus throughout a performance and being in sync with everyone else. .</p>
<b>Visits and visitors</b>	<p>Circus Skills Trip</p>	<p><a href="#">Insectlore- have caterpillars in the classroom.</a></p> <p>Golders Green butterfly centre</p> <p>End of term picnic</p>

Year 1 Curriculum Map: Autumn Term

Topic	People of the World						Toys					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Whole School study week
Phonics	Review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear  <b>Weeks 1-5</b> Review Tricky Words Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one	air er /z/ s -es words with two or more digraphs e.g. queen thicker	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea	review longer words	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn  <b>New Tricky Words</b>  their people oh your	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he  <b>New Tricky Words</b>  Mr Mrs Ms ask	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute  <b>New Tricky Words</b>  could would should our	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw  <b>New Tricky Words</b>  house mouse water want	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	Review all Phase 5 sounds and Tricky Words	

	when out what says here today											
<b>Literacy Core Books and writing genre</b>	.Recount – Summer holidays	Re-telling a story – Beegu	Re-telling a story – Beegu	Stories from a range of cultures/stories with predictable and patterned language	Information text – Ruby Bridges	Poems on a theme – Someone Different	Re- tell – Lost in the Toy Museum	Re- tell – Lost in the Toy Museum	Traditional and fairy-tale stories	Traditional and fairy-tale stories	Labels and captions – our class museum	Poetry basket
<b>Storytime Books</b>	<p>This Is Our House - Michael Rosen      Beegu - Alexis Deacon</p> <p>Bringing the Rain to Kapiti Plain - Verna Aardema      Dogger- Shirley Hughes</p> <p>Riley Can Be Anything -Davina Hamilton      I Am Enough - Grace Byers</p>					<p>A selection of fairytale stories.      Elmer stories - David Mckee</p> <p>It's Okay To Be Different - Todd Parr</p> <p>Lost in the Toy Room - David Lucas</p> <p>Giraffes Can't Dance - Giles Andraee      The Sea-Saw - Tom Percival</p> <p>The Velveteen Rabbit - Margery Williams</p>						
<b>Poetry recital</b>	Someone Different					<p>All Aboard the Toy Train - Playful Poems About Toys</p> <p>Written By Tony Bradman</p>						

<b>Maths</b>	Place Value (within 10)			Addition and Subtraction (within 10)			Geometry Shape	Place Value (within 20)				
<b>Science</b>	<b>Seasonal Changes</b>  We are learning to observe changes across the 4 seasons in the context of the weather.	<b>Seasonal Changes</b>  We are learning to observe and describe weather associated with the seasons by observing the weather in winter.	<b>Seasonal Changes</b>  We are learning to observe changes across the 4 seasons.	<b>Seasonal Changes</b>  We are learning to observe and describe how day length varies in the context of autumn to winter	<b>Seasonal Changes</b>  We are learning to observe and describe weather associated with the seasons by observing and recording the weather in winter	<b>Seasonal Changes</b>  We are learning to observe changes across the 4 seasons by exploring how some animals adapt to survive in winter.	<b>Everyday Materials</b> We are learning to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock	<b>Everyday Materials</b> We are learning to distinguish between an object and the material from which it is made by naming objects and identifying the material which they are made from.	<b>Everyday Materials</b>  We are learning to distinguish between an object and the material from which it is made by looking and touching different materials	<b>Everyday Materials</b>  We are learning to describe the simple physical properties of a variety of everyday materials by testing different objects.	<b>Everyday Materials</b>  We are learning to perform simple tests to find out which material would be suitable to make an umbrella from.	<b>Everyday Materials</b>  We are learning to compare and group together a variety of everyday materials on the basis of their simple physical properties by sorting objects.
<b>Computing</b>	<b>Technology around us</b> Recognising technology in school and using it responsibly  <b>CLC: Visit: Moving a robot</b> Writing short algorithms and programs for floor robots, and predicting program outcomes.					<b>Digital painting</b> Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.						

<b>History</b>	<b>Not taught In Autumn 1</b>						<b>Changes within living memory</b>  We are learning to explore toys from today and to understand some of the ways in which we find out about the past by identifying different sources.	<b>Changes within living memory</b>  We are learning about how to use sources to ask and answer questions in the context of finding out about toys from the past.	<b>Changes within living memory</b>  We are learning about how to identify similarities and differences between ways of life in different periods by comparing similar toys from different periods.	<b>Changes within living memory</b>  We are learning about how to identify similarities and differences between ways of life in different periods in the context of finding out about Victorian toys.	<b>Changes within living memory</b>  We are learning to understand how toys have changed over time.	<b>Changes within living memory</b>  We are learning to develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about toys
<b>Geography</b>  <b>People of the World</b>  <b>OR</b>  <b>What a Wonderful World</b>	We are learning to locate the world's seven continents and five oceans	We are learning to identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.	We are learning to understand my place of origin focusing on climate	We are learning to understand my place of origin focusing on physical features	We are learning to understand my place of origin focusing on human features	We are learning to celebrate and understand each other's places of origin	<b>Not taught in Autumn 2</b>					

<b>Art and Design</b>	3D Using clay: African patterns clay pot.  African masks.						Peg Dolls  Cone Puppets  Ball in Cup  Breughel's Children Games					
<b>Design Technology</b>	Cooking: To understand where food comes from and cook some cultural delicacies.						Moving Toys - Vehicles: wheels and axels; measuring and sawing					
<b>Physical Education</b>	<b>Basketball:</b> Throwing and catching Bouncing Bouncing to partner						<b>Hockey:</b> Rolling and aiming Defending					
<b>PSHE&amp;C</b>	<b>Setting goals</b>	<b>Health and prevention</b> We are learning how to keep teeth healthy	<b>Health and prevention</b> We are learning how teeth change as we grow up	<b>Healthy Eating</b> We are learning To understand the importance of food	<b>Healthy Eating</b> We are learning how about food variety	<b>Health and prevention</b> We are learning how to understand some basic hygiene principles	<b>Health and prevention</b> We are learning how how some diseases are spread and how they can be controlled	We are learning why voting is important.	<b>Respectful Relationships</b> We are learning how to identify different behaviours which might be bullying <b>ABW</b>	<b>Mental Wellbeing</b> We are learning to identify a range of emotions	<b>Mental Wellbeing</b> We are learning understand and recognise positive and difficult emotions.	
<b>Music</b>	<b>Singing:</b>  <b>Opposites</b>						<b>Music Theory with Keyboards</b> To be able to recognise a crotchet, minim and semibreve and give the notational value. To understand different musical symbols and be able to draw them correctly and to understand more about world music and the instruments used.					

<b>Religious Education</b>	<p style="text-align: center;"><b>Celebration: Harvest (Christianity)</b></p> <p>Talk about a <i>celebration</i> that is important to them.</p> <p>Identify simple examples of how <i>celebration</i> relates to their own and others' lives.</p> <p>Talk about what a <i>celebration</i> is and list some features of celebrations.</p> <p>Recognise ways in which Christians <i>celebrate</i> Harvest.</p> <p>Talk about the importance for Christians of <i>celebrating</i> Harvest.</p>	<p style="text-align: center;"><b>Symbols: Light as a Symbol – Hanukkah and Advent (Christianity and Judaism)</b></p> <p>Talk about their own responses to <i>candle flame</i>.</p> <p>Identify how <i>candle flame</i> relates to their own lives</p> <p>Talk about <i>candle flame as a reminder (a symbol)</i> of important people or events</p> <p>Recognise how <i>candle flames</i> are used at Hanukkah and Advent.</p> <p>Talk about the importance of <i>candle flames</i> in simple terms.</p>
<b>Visits and visitors</b>	<p style="text-align: center;"><b>Parents visit to talk about their diverse cultures (Diversity Day)</b></p> <p style="text-align: center;"><a href="#"><u>CLC</u></a></p>	<p style="text-align: center;"><a href="#"><u>Museum of Childhood</u></a></p> <p style="text-align: center;"><a href="#"><u>CLC</u></a></p>



**Year 1 Curriculum Map: Spring Term**

Topic	Dinosaurs						Let's Explore!					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Whole School study week
<b>Phonics</b>	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder  <b>Tricky Words</b>  any many again	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone  <b>Tricky Words</b>  who whole where two	/l/ le al apple metal /s/ c ice /v/ ve give  <b>Tricky Words</b>  school call different	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey  <b>Tricky Words</b>  thought through friend work	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk  <b>Tricky Words</b>  once laugh	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk  <b>Tricky Words</b>  because eye	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*  <b>Tricky Words</b>  there	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	
<b>Literacy Core Books and writing genre</b>	Stories about Fantasy World	Stories about Fantasy Worlds	Labels, list and captions - Dinosaur museum	Labels, list and captions - Dinosaur museum	Information texts - fact files ready to film our Dinosaur	Information texts - fact files ready to film our Dinosaur	Information Text - Christopher Columbus	Information Text - Christopher Columbus	Information Text - Neil Armstrong	Information Text - Neil Armstrong	Instruction Writing - Treasure hunt map and instruction	

					Documentary	Documentary						
<b>Storytime Books</b>	<p>Tiny T.Rex and the Impossible Hug - Jonathan Stutzman</p> <p>The Way I Act - Steve Metzger    Mad About Dinosaurs</p> <p>Dinosaur Lands - Neiko Ng    All Are Welcome - Alexandra Penfold</p> <p>The Dinosaur that Pooped series - Dougie Poynter and Tom Fletcher</p>					<p>Traction Man - Mini Grey    Dreams of Freedom -Harriet Tubman</p> <p>How to Catch a Star - Oliver Jeffers    Explorers of the wild -Cale Atkinson</p> <p>Ada Twist Scientist - Andrea Beaty    First to the Top - David Hill</p>						
<b>Poetry recital</b>	Dinosaur Poems - Compiled by Paul Cookson					Planet Roll Call						
<b>Maths</b>	Consolidation	Addition and Subtraction (within 20)			Place Value (within 50)		Length and Height		Weight and Volume			
<b>Science</b>	<p><b>Animals, including humans</b></p> <p>We are learning to identify and name a variety of common animals including fish, amphibians, reptiles,</p>	<p><b>Animals, including humans</b></p> <p>We are learning to Describe and compare the structure of a variety of common animals (fish, amphibians,</p>	<p><b>. Animals, including humans</b></p> <p>We are learning to Identify and name a variety of common animals that are carnivores, herbivores</p>	<p><b>Animals, including humans</b></p> <p>We are learning to Identify, name, draw and label the basic parts of the human body and</p>	<p><b>Animals, including humans</b></p> <p>We are learning to Identify, name, draw and label the basic parts of the human body and to</p>	Re-capping/Catching up on any Science missed during the first half of the year.						

	birds and mammals.	reptiles, birds and mammals including pets)	and omnivores.	to say which part of the body is associated with each sense.	say which part of the body is associated with each sense.							
<b>Computing</b>	<b>CLC:Programming animations</b> Designing and programming the movement of a character on screen to tell stories.					<b>Digital writing</b> Using a computer to create and format text, before comparing to writing non-digitally.						
<b>History</b>	<b>Past events from the history of the wider world</b>  We are learning about when and where dinosaurs lived.	<b>Past events from the history of the wider world</b>  We are learning about the features of dinosaurs and their diets.	<b>Past events from the history of the wider world</b>  We are learning about how dinosaurs became extinct.	<b>Past events from the history of the wider world</b>  We are learning all about fossils.	<b>Past events from the history of the wider world</b>  We are learning about the famous palaeontologists Mary Anning.		We are learning to extract information about CC and NA from pictures and text.	We are learning about the challenges that CC and NA faced and if they stopped them from completing their missions	We are learning to observe the evolution of rockets and ships over time.	We are learning to compare the experiences of CC and NA	We are learning about the impact that their missions had on today's world.	
<b>Geography</b> <b>Unique UK</b>	<b>Not taught this half term.</b>						We are learning to name and locate the four countries, capital cities of the UK	We are learning to identify seasonal and daily weather patterns in the UK	We are learning to identify characteristics (physical) of the four countries of the UK	We are learning to identify characteristics (human) of the four countries of the UK	We are learning to use aerial photographs to identify landmarks, human and	We are learning to devise a simple map of the school

							and the surrounding seas					physical features	
<b>Art and Design</b>	Clay Models Plaster of Paris fossils Dinosaur Paintings						Drawing: Portraits of Columbus/Armstrong Painting: Turner - Sea watercolour painting						
<b>Design Technology</b>	Mechanisms: Moving Dinosaur Picture; hinges and sliders, cutting						Sewing Treasure bags Designing and creating explorer hats.						
<b>Physical Education</b>	Football: Running and stopping Ball control Simple pass						Netball: Passing to partner Timings of holding Passing games						
<b>PSHE&amp;C</b>	Respectful relationships We are learning to sort wants and needs	Respectful relationships We are learning to explore boy and girl needs and wants	Respectful relationships We are learning to celebrate being me Difference and similarities	Online relationships We are learning about personal information	Online relationships We are learning about personal information	Being Safe We are learning to identify places and people who make me feel safe	Being Safe We are learning what a safe and inviting classroom looks like	Being Safe We are learning how to keep safe at home	Mental Wellbeing We are learning about the importance of sleep as part of a healthy lifestyle and the impact device use can have on sleep	Drugs, Alcohol and Tobacco We are learning to recognise that different things that go into bodies can make people feel good	Drugs, Alcohol and Tobacco We are learning to state some basic safety rules for things that go on to the body	Basic First Aid We are learning how to make an emergency call	

													or not so good	
<b>Music</b>	<b>Songwriting with Glockenspiels</b> Pupils will focus on the fundamentals of songwriting. They will know what a target market is and why selecting a theme that suits the target market is important. Pupils will know what plagiarism is, and that writing a song to a melody they already know can make the process easier.						<b>Singing</b> By the end of the course pupils will know about the importance of, and how to, warm up and cool down. Pupils will know the fundamentals of singing such as posture, breathing properly and diction. Pupils will also know some vocal techniques such as singing scales and using call and response.							
<b>Religious Education</b>	<b>Celebrating birthdays - Jesus' birthday (Christianity)</b> Talk about their own responses to <i>celebrating birthdays</i> . Identify ways in which pupils' <i>birthday celebrations</i> affect their lives. Identify and talk about the meaning of <i>birthday celebrations</i> . Recognise that Christians celebrate Jesus' birthday by identifying some elements of the celebration. Talk about the importance of celebrating Jesus' birthday for Christians.						<b>Sad and Happy: Easter (Christianity)</b> Talk about their own experiences of sadness and happiness. Identify feelings of sadness/happiness in different situations and for different people. Identify and talk about the concepts of sadness and happiness. Recognise how sadness and happiness are significant in the Easter story. Talk about the importance of the feelings of sadness and happiness to Christians when they remember the Easter story.							
<b>Visits and visitors</b>	<a href="#">Natural History Museum</a> <a href="#">CLC</a>						<a href="#">The Science Museum</a>							

**Year 1 Curriculum Map: Summer Term**

Topic	Hampstead						Going Green					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Whole School study week
<b>Phonics</b>	ay play a-e shake ea each e he	ie pie i-e time o go o-e home	ue blue rescue ew chew new u-e rude	ea head ir bird ou cloud oy toy	i tiger a paper ow snow u unicorn	ph phone wh wheel ie shield g giant	/ai/ eigh aigh ey ea eight straight grey break /n/	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal	/sh/ ti ssi si ci potion mission mansion delicious	/or/ augh our oar ore daughter pour oar	Review	

			cute aw claw				kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	/j/ ge large		more review		
	<b>No new Tricky Words - Weeks 1-6</b>						<b>Tricky Words</b>  busy beautiful pretty hour	<b>Tricky Words</b>  move improve parents shoe				
<b>Literacy Core Books and writing genre</b>	Stories with familiar settings	Stories with familiar settings	Informati on texts - A.A Milne	Informati on texts - A.A. Milne	Pattern and rhyme - A selection of poems by A.A, Milne	Pattern and rhyme - A selection of poems by A.A, Milne	Story writing linked to 'The Faraway Tree' by Enid Blyton	Story writing linked to 'The Faraway Tree' by Enid Blyton	Poetry(ac rostic) - Our Planet	Informati on texts (booklet) - How to protect our planet - ready for our class advert	Informati on texts (booklet) - How to protect our planet - ready for our class advert	
<b>Storytim e Books</b>	All Aboard the London Bus - Patricia Toht Little Miss in London - Roger Hargreaves Winnie the Pooh Collection - A.A.Milne The Hugging Tree - Jill Neimark Bounce Back - Rohan Cleave						The Snail and the Whale - Julia Donaldson The Lighthouse Keeper's Lunch - David Armitage Pesky Plastic - Leticia Colón de Mejias Don't Let Them Disappear - Chelsea Clinton We Planted a Tree - Diane Muldrow					

	The Hamster of Hampstead Heath - Martin Plaut						Water Princess - Susan Verde						
<b>Poetry recital</b>	<b>Poems By A.A.Milne</b>			Now We Are Six When We Were Very Young Halfway Down			Our Planet						
<b>Maths</b>	Multiplication and Division			Fractions		Geometry Position & Direction	Place Value (within 100)		Measure ment Money	Measurement Time			
<b>Science</b>	<b>Forces</b> We are learning to identify that there are different kinds of movement .	<b>Forces</b> We are learning to understand that forces help us to move and begin to identify when using pushes and pulls. .	<b>Forces</b> We are learning to understand that all objects shall fall to earth and that gravity causes this.	<b>Forces</b> We are learning to understand what friction is. To understand what effect friction has on moving objects.	<b>Forces</b> We are learning to understand that some things float and some things sink.	<b>Plants</b> We are learning to identify and describe the basic structure of a variety of common flowering plants, including trees.  To describe and compare plants, seeds and bulbs.	<b>Plants</b> We are learning to identify and describe the basic structure of a variety of common flowering plants, including trees.  To name and compare the parts of plants	<b>Plants</b> We are learning to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  To identify and name some common garden and wild plants.	<b>Plants</b> We are learning to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  To identify and name some common trees.	<b>Plants</b> We are learning to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  To name, sort and compare some common fruit and vegetable plants.	<b>Plants</b> We are learning to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  To name and compare some common plants and trees.		
<b>Computing</b>	<b>Coding: Movement in Scratch Jnr</b> Using basic algorithms to debug and test a simple game.						<b>Grouping data</b> Exploring object labels, then using them to sort and group objects by properties.						

<b>History</b>	We are learning to extract information about A.A.Milne from pictures and text.	We are learning about the challenges that AA Milne faced during World War I and II. Did it have an impact on his work?	We are learning about what inspired AA Milne to write children's novels?	We are learning about how Winnie the Pooh has developed over the years?	We are learning about if the writing and illustrations have changed over time.	We are learning about the impact of AA Milne's work on the world.	History taught in the first half of term.					
<b>Geography</b>	Geography taught in Spring term.											
<b>Art and Design</b>	Flower Art Charcoal Drawings Paint a picture of Fitzjohn's						Wolf Khan - Trees pictures David Hockney - iPad Art					
<b>Design Technology</b>	Sewing a bear (linked to Winnie the Pooh)						STEAM PROJECT Linked to Going Green					
<b>Physical Education</b>	<b>Tennis/Cricket:</b> Aiming skills Balancing skills Striking skills						<b>Cricket/Athletics:</b> Aiming skills Striking skills Jumping Running Speed play Throwing					
<b>PSHE&amp;C</b>	Caring friendships	Caring friendships	Respectful	Respectful relationships	Caring friendships	Caring friendships	Being Safe We are learning to	Growth and	Growth and	Respectful relationships	Families and people	



	We are learning to identify the qualities of a good friend	We are learning to explain the importance of compliments	<b>relationships</b> We are learning to recognise positive qualities in ourselves	We are learning to recognise achievements	We are learning to identify the qualities of a good friend.	We are learning to identify what to say to a new friend.	understand 'bad' secrets	<b>Development</b> We are learning to know we are growing and changing	<b>Development</b> We are learning everyone grows and changes and babies become children and then adults	We are learning that there are lots of different toys and that can be enjoyed by everyone, whether they are a boy or girl	<b>who care about me</b> We are learning know there are different types of family and that all families have a special role in children's lives	
<b>Music</b>	<b>Percussion instruments</b> To have gained a greater understanding of percussion instruments and how to play and compose using them. To understand the terms rhythm and tempo and be able to follow instructions from a conductor. To learn how to count rhythms in time and independently, including rhythms containing crotchet, quavers and minims.						<b>Keyboards L1</b> Learn how to read music in the treble and bass clef, focusing on fingering and hand position, recognise notes on the keyboard and be able to play basic songs with two hands. Students will be able to recognize notes and gain confidence in performing basic songs with two hands or as a duo.					
<b>Religious Education</b>	<b>Belonging: Belonging in Judaism (Judaism)</b> Talk about their own responses to belonging. Identify how their response to the idea of belonging relates to their own lives. Identify and talk about the concept of belonging. Recognise how Jewish people show that they belong to the Jewish faith. Talk about the importance of belonging to Jewish people, and identify an issue raised.						<b>Change: People Jesus Met (Christianity)</b> Identify and talk about different types of change in their experience. Identify how their responses to change affect their lives. Identify and talk about the meaning of change and different types of change. Recognise that Christians believe that Jesus changes some people's lives. Talk about why the idea of Jesus being able to change people is important to Christians and identify an issue raised.					
<b>Visits and visitors</b>	<a href="#">Hampstead Heath</a> <a href="#">CLC</a>						Camley Street <a href="#">CLC</a>					

**Year 2 Curriculum Map: Autumn Term**

Topic	An Eye on London						An Eye on London					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Whole School study week
<b>Phonics</b>	Little Wandle											
<b>Literacy Core Books and writing genre</b>	Stories with familiar settings - school	Stories with familiar settings - school	Information text - Great Fire of London	Information text - Great Fire of London	Information text - Great Fire of London	Diary Writing - Samuel Pepys  The Diary of Samuel Pepys	Biography - Mary Seacole	Biography - Benjamin Zephaniah	Different Stories by the same author - Roald Dahl  The Enormous Crocodile	Different Stories by the same author - Roald Dahl  Matilda	Traditional Stories - Stone Soup	
<b>Storytime Books</b>	Sulwe by Lupita Nyong'o, Gorilla by Anthony Browne, Little Beauty by Anthony Browne,, Under My Hijab by Hena Khan. Little People Big Dreams Series : Martin Luther King Jnr, Rosa Parks, Mahatma Ghandi, Harriet Tubman,						By Benjamin Zephaniah: Talking Turkeys, Funky Chickens, My Story, When I grow up, J is for Jamaica Ada Twist Scientist, Karate Kids by Holly Sterling, Franklin's School Play by Paulette Bourgeois, My name is not Refugee by Kate Milner, I want to shout and stamp about, Libby Loves Science by Kimberly Derting. How the Grinch Stole Christmas by Dr Seuss Little People Big Dreams Series : Michelle Obama, Maya Angelou, Aretha Franklin, Mohammed Ali,					
<b>Poetry recital</b>							Talking Turkeys by Benjamin Zephaniah					
<b>Maths</b>	Place Value			Addition and Subtraction			Addition and Subtraction	Money		Multiplication and Division		

<b>Science</b>	<b>Uses of Everyday Materials</b> We are learning to describe objects including the material they are made from.  Pattern Seeking investigation on pipette puddle.	<b>Uses of Everyday Materials</b> We are learning to complete a fair and comparative test about absorbency. Dangly Strips investigation.	<b>Uses of Everyday Materials</b> We are learning to display our results in a graph.	<b>Uses of Everyday Materials</b> We are learning to observe closely and hypothesize about the properties of an absorbent material.	<b>Uses of Everyday Materials</b> We are learning to display our knowledge about waterproof materials in a diagram.	<b>Uses of Everyday Materials</b> We are learning to sort objects into natural and manmade.	<b>Uses of Everyday Materials</b> We are learning to use our scientific knowledge of waterproof materials to make a piece of art.	<b>Everyday Materials</b> We are learning to conduct an investigation to find out what ball is the bounciest.	<b>Everyday Materials</b> We are learning to conduct and investigation to find out which material is the stretchiest.	<b>Everyday Materials</b> We are learning to develop our own investigation about rigidity.	<b>Everyday Materials</b> We are learning to investigate to find the most durable fabric.	
<b>Computing</b>	<b>Information technology around us</b> Identifying IT and how its responsible use improves our world in school and beyond.						<b>CLC Visit: Robot algorithms</b> Creating and debugging programs, and using logical reasoning to make predictions.					
<b>History</b>	We are learning what the Great Fire of London was and when it started.	We are learning how the Great Fire of London started.	We are learning why the Great Fire of London spread so quickly.	We are learning about why we know so much about the fire. (Samuel Pepys Diary)	We are learning how the fire was stopped.	We are learning what changes were made in London because of the fire.	We are learning where Mary Seacole is from and what her childhood was like.	We are learning • When was the Crimean War? • What stopped Mary going to help	We are learning • What was the British Hotel? • How did Mary care for the soldiers?	We are learning when Mary Seacole's statue was built and unveiled.	We are comparing Mary Seacole and Florence Nightingale.	

								soldiers in the Crimean War? • How did Mary get to the Crimean War?				
<b>Geography</b> <b>An Eye on London</b>	We are learning to create a plan perspective map of school	We are learning to use simple fieldwork and observational skills to label key human features of our surrounding environment, while using basic symbols of a key	We are learning to use simple fieldwork and observational skills to label physical features of our surrounding environment, while constructing basic symbols of a key  We are learning to locate and identify London landmarks on a map	We are learning to use and plot human features in London e.g. towns, shops, offices, ports and harbours	Taught in Autumn 1.							
<b>Art and Design</b>	We are learning to - Recognise significant London buildings - To draw the silhouettes of London buildings				We are learning to - Use our scientific knowledge of waterproof materials when we create a picture using paint, wax crayons and vaseline.							

	<ul style="list-style-type: none"> <li>- To cut out silhouettes of London buildings</li> <li>- To use watercolours to create a faded sunset background.</li> </ul>					<ul style="list-style-type: none"> <li>- Look at pieces by Paul Klee and Jackson Pollock.</li> <li>- We will use different pieces of music to discuss what colours and shapes the music evokes.</li> </ul>						
<b>Design Technology</b>	We are learning to <ul style="list-style-type: none"> <li>- Understand and identify different nets</li> <li>- Cut out nets (but not cut the tabs off)</li> <li>- Join nets together to create model versions of famous London buildings</li> </ul>					We are learning to <ul style="list-style-type: none"> <li>- Design and animal hand puppet</li> <li>- Use the blanket stitch to sew our hand puppet</li> <li>- Measure, saw and join wood to create a puppet theatre</li> <li>- Decorate the theatre as an appropriate habitat for their animal puppet</li> </ul>						
<b>Physical Education</b>	<b>Basketball:</b> Throwing, catching, bouncing with obstacles					<b>Hockey:</b> Sending receiving and guiding with hockey stick						
<b>PSHE&amp;C</b>		Healthy Eating We are learning to identify healthy snack options.	Healthy Eating We are learning to to recognise and name the 5 groups from the Eatwell plate	Healthy Eating We are learning about the benefits of eating at least 5 portions of fruit and vegetables.	Drugs, Alcohol and Tobacco We are learning why medicines are taken	Drugs, Alcohol and Tobacco We are learning where medicines come from	Drugs, Alcohol and Tobacco We are learning how to stay safe around medicines	We are learning how the UK parliament is formed.	Caring Friendships We are learning to identify what bullying is and how it makes people feel <b>ABW</b>	Caring Friendships We are learning to understand conflict	Caring Friendships We are learning what to do when conflict escalates and how to resolve conflicts	We are learning to
<b>Music</b>	<b>Singing:</b>  <b>Opposites (Elements of music)</b>					<b>Music Theory with Keyboards</b> To be able to recognise a crotchet, minim and semibreve and give the notational value. To understand different musical symbols and be able to draw them correctly and to understand more about world music and the instruments used.						
<b>Religious Education</b>	<b>Special Books</b> What are our special books? How do we feel about our special books in different situations? What can make a book special?					<b>Authority - Key events in the Life of Jesus</b> Who has authority? How do people of authority affect our lives? What does authority mean in different contexts?						

	What is the special book for Christians? What is the special book for Jews? Why are these books special to those religions?						Bible stories that show the authority of Jesus Describe in simple terms the importance of Jesus' authority to Christians					
<b>Visits and visitors</b>			<a href="#">CLC</a>								Pantomime	

**Year 2 Curriculum Map: Spring Term**

Topic	Big Beasts						Japan					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Whole School study week
<b>Phonics</b>	Little Wandle											
<b>Literacy Core Books and writing genre</b>	Report - Whales Blue Whale	Report - Whales Narwhal	Narrative The Waterhorse	Narrative The Waterhorse	Letters Dear Greenpeace	Traditional Stories The Fox and the Stork	Report - Japan	Report - Japan	Adventure Stories - The Great Wave inspired by Hokusai	Instructions - How to make sushi	Poetry - Haiku Guess Who Haiku By Deanna Caswell	

<b>Storytime Books</b>	The snail and the whale by Julia Donaldson The Waterhorse Dear Greenpeace Willy and Hugh Zoo Mr Gumpy's Outing Zoo Keeper Zoe Non-fiction books about Whales			Knock Knock - Who's there Malala's Magic pencil My first book of Japanese words Japanese Children's favourite stories I live in Tokyo Japan the land Suki's Kimono My awesome Japan adventure					
<b>Poetry recital</b>	Blue Whale's Apology by Laura Salas			Haiku Poem - recite our own Haiku poems					
<b>Maths</b>	Multiplication and division	Statistics	Length and height	Properties of Shape			Fractions		
<b>Science</b>	<b>Living Things and their habitats</b> We are learning to identify and sort things into living, dead and never been alive.	<b>Living Things and their habitats</b> We are learning to identify and describe habitats. Recognising why animals might be drawn to them.	<b>Living Things and their habitats</b> We are learning to understand what a food chain is and know what carnivore, omnivore and herbivore mean.	<b>Animals including humans</b> We are learning to hypothesise what is happening in the egg during each stage of incubation. We are hypothesising what creature	<b>Animals including humans</b> We are learning to match infant animals with their parents.	<b>Animals including humans</b> We are learning to ask questions to parents about how they parent babies, toddlers and how mothers feel when they are pregnant.	<b>Animals including humans</b> We are learning what we need to survive (MRS GREN) and what we would like to have.	<b>Animals including humans</b> We are learning what we need to eat to be healthy.	

				might be in the egg.					
<b>Computing</b>	<b>Digital photography</b> Capturing and changing digital photographs for different purposes			<b>CLC: Making music</b> Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.					
<b>History</b>	Taught in the Autumn and Summer Terms								
<b>Geography</b>	Taught in Autumn and Spring 2			<b>Japan</b> We are learning to locate Japan and its major cities on a map	<b>Japan</b> We are learning to identify key physical features and use geographical vocabulary	<b>Japan</b> We are learning to identify key human features and use geographical vocabulary	<b>Japan</b> We are learning to understand geographical similarities between Tokyo and London	<b>Japan</b> We are learning to understand geographical differences between Tokyo and London	



<b>Art and Design</b>	<p>We are learning to</p> <ul style="list-style-type: none"> <li>- Identify physical characteristics of different whale species.</li> <li>- Mould clay with our hands into a rounded shape</li> <li>- Use tools and our hands to add physical characteristics of a whale.</li> <li>- Mix colours to paint our clay whale.</li> </ul>	<p>We are learning</p> <ul style="list-style-type: none"> <li>- Who Hokasai was, when and where he was born, where he lived.</li> <li>- We are learning what tools he used to create his art work</li> <li>- We are going to recreate one of his most famous works using paint.</li> </ul>					
<b>Design Technology</b>	<p><b>Mechanical - Winding Toy</b></p> <p>We are learning</p> <ul style="list-style-type: none"> <li>- How a pulley works and how it has been used throughout history.</li> <li>- How to use model magic to make our animal toy and how it will connect to the pulley</li> <li>- Learning how to cut and assemble all the components of our pulley</li> <li>- We are designing our box to look like our animals habitat.</li> </ul>	<p><b>Food - Sushi</b></p> <p>We are learning about different Japanese chefs. What makes them the best? What recipes do they use.</p>	<p><b>Food - Sushi</b></p> <p>We are learning what can change in a sushi recipe and what stays the same.</p>	<p><b>Food - Sushi</b></p> <p>We are learning to make sushi.</p> <ul style="list-style-type: none"> <li>- Boil rice</li> <li>- Slice vegetables</li> <li>- Roll sushi</li> </ul>			

<b>Physical Education</b>	<b>Football:</b> Speed play Moving around obstacles Foot control Striking at targets						<b>Netball:</b> Moving around space Sending and receiving over longer distance					
<b>PSHE&amp;C</b>	<b>Respectful relationships</b> We are learning to explore needs and wants	<b>Respectful relationships</b> We are learning to understand life in different countries	<b>Respectful relationships</b> We are learning how life is different around the world	<b>Online relationships</b> We are learning what personal information is	<b>Online relationships</b> We are learning who to trust online	<b>Mental Wellbeing</b> We are learning to recognise and describe different feelings in themselves and others	<b>Mental Wellbeing</b> We are learning that feelings change and that not everyone experiences the same feeling in the same situation	<b>Mental Wellbeing</b> We are learning about 'big' feelings and how to manage them	<b>Basic First Aid</b> We are learning to identify and make safe risks and hazards in and around the home	<b>Basic First Aid</b> We are learning to identify and make safe risks and hazards in at school and how to keep ourselves safe	<b>Respectful relationships</b> We are learning to explore gender stereotypes in careers	<b>Respectful relationships</b> We are learning to explore gender stereotypes in careers
<b>Music</b>	<b>Song Writing with Glockenspiels</b> Pupils will focus on storytelling and writing rhymes to then write a song. Pupils will develop their English writing and speaking skills to create an original piece of work.						<b>Singing</b> By the end of the course pupils will know about the importance of, and how to, warm up and cool down. Pupils will know the fundamentals of singing such as posture, breathing properly and diction. Pupils will also know some vocal techniques such as singing scales and using call and response.					

<b>Religious Education</b>	<b>Creation - Creation Stories</b> identify and talk about the concept of <i>creation</i> simply describe the Christian and Hindu <i>creation</i> stories describe in simple terms why they think Christians and Hindus value these stories describe in simple terms their response to <i>creation</i> identify simple examples of how their response to <i>creation</i> relates to their own and others' lives.	<b>Belief - Easter</b> identify and talk about the concept of belief simply describe ways in which the concept of belief is expressed by Christians at Easter evaluate the concept of belief by describing in simple terms its importance to Christians in the Easter story describe in simple terms their response to the concept of belief identify simple examples of how belief relates to their own lives and those of others.
<b>Visits and visitors</b>	<a href="#">CLC computing:</a>	<a href="#">Crick Institute - Bones and muscles</a>

**Year 2 Curriculum Map: Summer Term**

Topic	Stone Age						Stone Age					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Whole School study week

<b>Phonics</b>	Little Wandle											
<b>Literacy Core Books and writing genre</b>	Information Text Stone Age Boy	Information Text Stone Age Boy	Narrative - The Clock Tower (Literacy Shed)			Poetry - Magic Box by Kit Wright	Narrative - Aesop's The Lion and the Mouse	Narrative - The Black Hat (Literacy Shed)		Recount - Sports Day	Narrative - The Girl with the Yellow Bag	Poetry - A dragon in the classroom by Charles Thomson
<b>Storytime Books</b>	The proudest blue Stone Age Boy My Two Grannies Mr Scruff Stickman Winnie Flies again My Grandma and me						Into the forest Goldilocks Rocks What if? Billy and the Dragon What I like most. Home in the rain					
<b>Poetry recital</b>	Magic Box by Kit Wright						A dragon in the classroom by Charles Thomson					
<b>Maths</b>	Position and direction	Problem Solving and efficient methods					Time			Weight, Volume, Temperature.		
<b>Science</b>	<b>Plants - Ready Steady, Grow</b> I am learning to make observations about different types of seeds	<b>Plants - Ready Steady, Grow</b> I am learning that seeds can be dispersed by Blowing, Eating,	<b>Plants - Ready Steady, Grow</b> I am learning how plants grow hydroponically.	<b>Plants - Ready Steady, Grow</b> I am learning to use my knowledge to predict how the cress	<b>Plants - Ready Steady, Grow</b> I am learning to record data in my bean diary.	<b>Plants - Ready Steady, Grow</b> I am learning to use the food that I have grown in a meal.	<b>Living things and their habitats</b> I am learning to prepare a space for our allotment.	<b>Living things and their habitats</b> I am learning to design where the plants will go in our allotment,	<b>Living things and their habitats</b> I am learning to care for our allotment.	<b>Living things and their habitats</b> I am learning to observe the success/failure of our allotment	<b>Living things and their habitats</b> I am learning to harvest food when it is ready.	

		Exploding, Floating, Falling, Sticking (BEEFFS)		heads will grow.						and make changes.		
<b>Computing</b>	<b>Pictograms</b> Collecting data in tally charts and using attributes to organise and present data on a computer.						<b>Programming quizzes</b> Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.					
<b>History</b>	<b>Stone Age</b> I am learning when the Stone Age started and why it is called the Stone Age	<b>Stone Age</b> I am learning about the houses the Stone Age people lived in during the Palaeolithic, Mesolithic and Neolithic eras.	<b>Stone Age</b> I am learning about the food the Stone Age people ate and how they cooked it.	<b>Stone Age</b> I am learning about how the Stone Age people hunted and gathered their food.	<b>Stone Age</b> I am learning about Stone Age clothes and how they were made.	<b>Stone Age</b> I am learning about Stone Age art and how it helped historians to find out more about the Stone Age.	<b>Stone Age</b> I am learning to recreate Stone Age ART	<b>Stone Age</b> I am learning about Skara Brae, a Neolithic village found in Scotland.	<b>Stone Age</b> I am learning about Stone Age jewellery and how it was made.			
<b>Geography</b>	Completed in Autumn and Spring Terms											
<b>Art and Design</b>	I am learning to <ul style="list-style-type: none"> <li>- Look at cave paintings to understand what life was like in the Stone Age.</li> <li>- Create our own Stone Age pictures to show what life was like in the Stone Age.</li> <li>- To create a 'modern' Stone age picture to show what our lives are like now.</li> </ul>					I am learning <ul style="list-style-type: none"> <li>- About the artist William Morris and how he used animals and nature in much of his work.</li> <li>- I am recreating some of his prints</li> <li>- I am learning to print my own design.</li> </ul>						

<b>Design Technology</b>	I am learning <ul style="list-style-type: none"> <li>- To use my clay skills to make beads</li> <li>- I am threading my beads to make a necklace.</li> </ul>						I am learning <ul style="list-style-type: none"> <li>- To use my knowledge of the simple stitch from year 1 and the blanket stitch from year 2 to sew designs on my Stone Age tunic.</li> </ul>					
<b>Physical Education</b>	<b>Tennis/Cricket:</b> Ball control on racket						<b>Cricket:</b> Catching skills One hand catching and throwing Athletics: Running, jumping, distance throwing, speed					
<b>PSHE&amp;C</b>	<b>Respectful Relationships</b> We are learning to identify the qualities of a good friend	<b>Respectful Relationships/Being Safe</b> We are learning to understand and learn the PANTS rules	<b>Respectful Relationships/Being Safe</b> We are learning to understand that we have the right to say "no" to unwanted touch	<b>Respectful Relationships</b> We are learning about concept of male and female and gender stereotypes	<b>Growth and Development</b> We are learning about some of the differences between males and females	<b>Growth and Development</b> We are learning the correct names for body parts, including reproductive /sex parts	<b>Families and People who care for me</b> We are learning that everyone needs to be cared for	<b>Families and People who care for me</b> We are learning about different types of families	<b>Respectful Relationships</b> We are learning to understand pride	<b>Respectful Relationships</b> We are learning to recognise how it feels to be proud of someone else	<b>Respectful Relationships</b> We are learning to explain why you are proud of someone else	
<b>Music</b>	<b>Percussion instruments</b> To have gained a greater understanding of percussion instruments and how to play and compose using them. To understand the terms rhythm and tempo and be able to follow instructions from a conductor. To learn how to count rhythms in time and independently, including rhythms containing crotchet, quavers and minims.						<b>Keyboards L1</b> Learn how to read music in the treble and bass clef, focusing on fingering and hand position, recognise notes on the keyboard and be able to play basic songs with two hands. Students will be able to recognize notes and gain confidence in performing basic songs with two hands or as a duo.					
<b>Religious Education</b>	<b>Remembering Passover</b> describe in simple terms what <i>remembering</i> means  simply describe ways in which Jews <i>remember</i> the Passover story  simply describe the value/importance of <i>remembering</i> Passover for Jews.						<b>Special Food</b> simply describe foods that are <i>special</i> to them  describe how different foods are important to different people  describe simply why some foods are <i>special</i>  describe simply what Christians think about when they share their <i>special</i> food ( <i>bread and wine</i> ) (symbol)					

	<p>simply describe their own responses to <i>remembering</i> in their own experience</p> <p>simply describe ways in which <i>remembering</i> can be applied to their own and others' lives.</p>	<p>Describe simply how Hindus share their <i>special</i> food (<i>Prashad</i>)</p> <p>describe simply why bread and wine is important for Christians/ why Prashad is important for Hindus</p>	
<b>Visits and visitors</b>	<p><a href="#">Camley Street Natural Park - science &amp; geography units</a></p> <p><a href="#">Celtic Harmony - Iron Ager Farmer Day (History)</a></p>	<p><a href="#">CLC - Computing: making digital music</a></p>	

**Year 3 Curriculum Map: Autumn Term**

Topic	Passport to Europe						Light and Dark						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Whole School study week	
<b>Literacy Core Books and writing genre</b>	<b>Letters</b> Letters to our future selves A letter to Duncan <b>Text:</b> The Day the Crayons Quit			<b>Diaries</b> , setting description, emotional language, <b>Drama</b> <b>Texts:</b> Scott of the Antarctic (non-fiction); diary extracts from Scott's diaries Tom Crean's Rabbit (fiction based on true story)			<b>Biographies</b> Mae Jemison <b>Text:</b> Mae Jemison Biography		<b>Narrative</b> (was George & the Dragon - deciding on more cross-curricular text for 2022-23)		<b>Instructions</b> Recipes and imperative language		
<b>Storytime Books</b>	The Day the Crayons Quit; The Sheep-Pig			Stories for 8-Year-Olds			Amazing Grace			The Gingerbread Man and other folk tales			
<b>Poetry recital</b>	<i>The Sound Collector</i> by Roger McGough												
<b>Maths</b>	Number: Place Value			Number: Addition and Subtraction					Number: Multiplication and Division				
<b>Science</b>	<b>Humans and Animals: The Human Body</b> We are learning about the different food groups	We are learning about healthy eating	We are learning about carnivores, omnivores and herbivores	We are learning to identify the names of bones in the human body  We are planning an	We are learning about the different types of skeleton in animals	We are learning how muscles work to help us move	<b>Light and Dark</b> We are learning to recognise light sources	We are learning what reflections are and why they happen. We are learning how light travels	We are learning about sun safety	We are investigating shadows and why they happen	We are learning how the length of a shadow can change depending on its relation to the light source	We are learning how the length of a shadow can change during the day	



				investigation to see if length of leg affects running speed									
<b>Computing</b>	<b>Connecting computers</b> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.						<b>CLC: Lego Wedo Programming</b> Coding using motor and movement sensors						
<b>History</b>	History taught in spring and summer												
<b>Geography</b> <b>Passport to Europe</b>	We are learning to locate Europe on a map and its countries (including Russia)	We are learning to label the major cities of European countries	We are learning to compare the human characteristics of 2 European countries (not UK-Italy and Iceland)	We are learning to compare the physical characteristics of 2 European countries (not UK, Italy and Iceland)	We are learning to describe and understand the climate zones in Europe	We are learning to describe and understand the economic activity of an area in a European country (Paris, France and Madrid, Spain)							
<b>Art and Design</b>	<b>Drawing technique</b>	<b>Colour mixing -</b>	<b>3D Modelling/sculpture</b>	<b>Patterns in art</b>	<b>Patterns in art</b>	<b>Drawing skills</b>	<b>Drawing skills</b>	<b>Watercolour and pen:</b>	<b>D&amp;T</b>				

	Portraits: looking at famous portraits Drawing proportions of the face Drawing a portrait of a friend	<b>watercolour</b> Mixing colours for a wheel using wet-on-wet technique; creating and naming own colours	Making a model of a European landmark	Bisa Butler & Kehinde Wiley - Black History month	Bisa Butler & Kehinde Wiley - Black History month	Mark-making and shading.  Light and shade: sketching 3D shapes	3-dimensional light and shade: still life in charcoal or soft pencil	<b>complementary(contrasting) colours.</b> Still life: looking at still life examples in colour: <b>Cezanne</b> Create a still life using contrasting colours			
<b>Design Technology</b>	Cook a healthy European recipe - eg., ratatouille and couscous/couscous salad - cutting and preparing - with help from parents - <i>links to Passport to Europe geography topic</i>										
<b>Physical Education</b>	Basketball: Dribbling, passing, shooting Linking movement with a pass Possession, defence and attack				Hockey Using and controlling a hockey stick Passing and striking exercises Movement control without looking at the ball						
<b>PSHE&amp;C</b>	Setting a goal - Individuality	<b>HEALTHY EATING</b> We are learning what food groups make up meals <i>(linked to science)</i>	<b>HEALTHY EATING</b> We are learning how food choices can contribute to tooth decay	<b>MENTAL WELLBEING</b> We are learning about the different feelings and emotions people experience; how	<b>MENTAL WELLBEING</b> We are learning about ways of expressing feelings and emotions and why	<b>MENTAL WELLBEING</b> We are learning about managing feelings and emotions in different situations	<b>RESPECTFUL RELATIONSHIPS</b> We are learning to develop an awareness and definition of	<b>CARING RELATIONSHIPS</b> We are learning to explore ways of resolving conflict	<b>CARING RELATIONSHIPS</b> We are learning to understand what to do if a conflict escalates <b>ABW</b>	<b>RESPECTFUL RELATIONSHIPS</b> We are learning about what identity is and explore	<b>Citizenship</b> We are learning why democracy is so important

		<i>this week).</i>		feelings and emotions change and what helps people to feel good	this is important	-getting help, advice and support with feelings and emotions	bullying and unkindness.			what makes everyone unique and special		
<b>Music</b>	<b>Singing:</b> <b>Call and response (rhythmic and melodic)</b>						<b>Music Theory with Keyboards L1</b> Learn how to read music in the treble clef, understand what chords are and the difference between major and minor, recognise notes on the keyboard and be able to play basic songs with one hand.					
<b>French</b>	Greetings; Numbers 1-10; Colours						Classroom equipment; Classroom commands; Pets; Story: Ours Brun (Brown Bear)					
<b>Religious Education</b>	<p><b>Messages: stories with messages - How can a story with a message be of value to how we live our lives?</b></p> <p>Children can describe what people mean by stories with messages</p> <p>Children can describe a message within a story which is significant to Christians and other believers</p> <p>Children can describe the value of stories with messages to believers and to themselves</p> <p>Children can describe a personal response to stories with messages by reflecting on a message of their own</p> <p>Children can describe how stories with messages can have an effect on their own and others' lives.</p>						<p><b>Ceremony: death ceremonies - Why are funerals important to us?</b></p> <p>describe in simple terms their response to the idea of a <i>death ceremony</i> for a leaf</p> <p>identify simple examples of how the idea of <i>death ceremonies</i> affects their lives and the lives of others</p> <p>identify and discuss the meaning of the word <i>ceremony</i></p> <p>describe simply how Christians perform <i>death ceremonies</i></p> <p>describe in simple terms the importance of <i>death ceremonies</i> to Christians..</p>					
<b>Visits and visitors</b>	<a href="#">CLC</a> - 28th November 2023						Camley Street <a href="#">- science/art</a>					

Topic	The Celts and the Iron Age						Invasion: The Romans in Britain						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Whole School study week	
<b>Literacy Core Books and writing genre</b>	Power of reading - responding to a text  <b>Pebble in My Pocket</b>	<b>Personification in poetry</b>  &  <b>Chronological report (non-fiction)</b>  <i>Pebble in My Pocket</i> by Meredith Hooper  Poem: <i>The River</i> by Valerie Bloom		<b>Narrative</b> New text tbc related to <b>Celts/Iron Age</b> topic (fiction) - possibly <i>I am Boudicca</i>			<b>Newspaper report:</b>  <b>Text:</b> <i>Escape from Pompeii</i> by Christina Balit			<b>Information text:</b>  <i>Texts: Various non-fiction about Romans</i>			
<b>Storytime Books</b>	<i>Boy at the Back of the Class</i> - Onjali Rauf			Celtic myths and legends			Roman myths.  The Thieves of Ostia (fiction) - by Caroline Lawrence						
<b>Poetry recital</b>	<i>The River</i> by Valerie Bloom												
<b>Maths</b>	Number: Multiplication and Division			Measurement: Money	Statistics		Measurement: Length and Perimeter			Number: Fractions			

<b>Science</b>	<b>Rocks</b> We are learning to classify natural and man-made rocks	We are learning to compare rocks. <b>Camley Street Natural park workshop</b>	We are learning about the three main different types of rock	We are learning how fossils are formed	We are learning about soil formation	We are learning how to make a soil profile	<b>Forces and Magnets</b> We are learning about push and pull forces (gravity)	We are learning about how objects move on different surfaces (friction)	We are learning about magnetic and non-magnetic materials	We are learning about magnetic strength and poles	We are learning about magnetic strength and poles	We are learning about how magnets are used in every day life
<b>Computing</b>	<b>Desktop publishing</b> Creating documents by modifying text, images, and page layouts for a specified purpose.						<b>Branching databases</b> Building and using branching databases to group objects using yes/no questions <b>CLC: Stop-frame animation</b> Capturing and editing digital still images to produce a stop-frame animation that tells a story.					
<b>History</b>	<b>The Iron Age Celts in Britain</b> We are learning to know the time and place of the Stone Age, Bronze Age and Iron Age in Britain	We are learning about tribal kingdoms in Britain during the Iron Age	We are learning about the Celts and Celtic warriors, including Boudicca	We are learning about Iron Age hillforts	We are learning about Iron Age roundhouses	We are learning about Celtic art and culture	<b>The Romans in Britain</b> We are learning to know the time and place of Iron Age and Roman Britain	We are learning reasons for the Roman invasion of Britain in AD43 and how it impacted the Celts	We are learning to explain why the Roman army were so strong	We are learning to look at similarities and differences with Celtic warriors and Roman soldiers	We are learning to infer and record information about Roman houses from pictures and artefacts	We are learning to compare and contrast Roman and Celtic religious beliefs
<b>Geography</b>	Camley Street Natural Park: Reading Ordnance Survey maps, maps symbols, making a plan of a space											

<b>Art and Design</b>	<b>Observational drawing</b> Rocks and fossils	<b>3D modelling</b> Clay modelling (in RE)	<b>Pastels:Landscapes</b> <b>David Hockney</b> 'spring' landscapes	<b>Art from another culture</b> Celtic knotwork designs and studies	<b>3D sculpture</b> Designing and making a Celtic artefact from air-dry clay and gold/silver acrylic paint	<b>Architecture</b> Studying Ancient Roman Architecture - drawing skills, perspective					
<b>Design Technology</b>	<b>Textiles:</b> Celts: weaving				<b>Cooking:</b> A Roman feast - links with history topic						
<b>Physical Education</b>	<b>Football:</b> Fitness and stamina Dribble, pass, strike Passing whilst moving Dodging and tracking				<b>Netball:</b> Different throwing skills Agility, footwork and games rules Passing accuracy Space Intercepting						
<b>PSHE&amp;C</b>	<b>Citizenship</b>  We are learning to understand the rights of a child	<b>Citizenship</b> We are learning to understand the link between being paid to do a job and having money to spend	<b>Citizenship</b> We are learning to make consumer choices and explain their decisions	<b>ONLINE RELATIONSHIPS</b> We are learning to understand how to stay safe online	<b>ONLINE RELATIONSHIPS</b> We are learning to understand how to stay safe online	<b>BEING SAFE</b> We are learning to explain how to keep safe when walking on roads	<b>BEING SAFE</b> We are learning to explain how to keep safe when walking on road	<b>BEING SAFE</b> We are learning the definition of a drug and that drugs (including medicines) can be harmful to people	<b>DRUGS, ALCOHOL &amp; TOBACCO</b> We are learning about the effects and risks of smoking tobacco and secondhand smoke	<b>BASIC FIRST AID</b> We are learning what to do and how to call for help if you are faced with an emergency situation	<b>HEALTH AND PREVENTION</b> We are learning that bacteria, viruses and fungi are three different types of microbe
<b>Music</b>	<b>Songwriting with Glockenspiels</b> Over this course pupils will learn the fundamentals of songwriting. They will learn different ways to score their music, as well as different vocal techniques to make their song interesting for the listener. Pupils will learn about creating their song for a specific target market and to a theme, and how lyrics need to fit the choices they have made.				<b>Singing</b> Over this course, pupils will understand how to develop their singing voice, and sing in a healthy way which protects their voices. They will understand how to perform expressively and create a meaningful performance.						

<b>French</b>	Epiphany in France; Fruits; Days of the week; Story: The Hungry Caterpillar	Numbers 1-20; Months of the year; Easter in France
<b>Religious Education</b>	<p><b>Creation: creation stories</b> - What does creation mean? describe the concept <i>creation</i></p> <p>describe the Christian and <b>Hindu</b> creation stories</p> <p>describe why they think Christians and Hindus value these stories</p> <p>describe their response to concept <i>creation</i></p> <p>describe examples of how their response to <i>creation</i> relates to their own and others' lives</p>	<p><b>Symbols: the symbol of the cross</b> - Why are symbols important and how do they help us express our beliefs? Children can describe what a <i>symbol</i> is.</p> <p>Children can describe how different crosses have different meanings.</p> <p>Children can evaluate, by describing, the importance and relevance of a <i>symbol</i> to Christians.</p> <p>Children can describe a personal response to the concept of a <i>symbol</i>.</p> <p>Children can describe how the concept can be applied in their own and others' lives.</p>
<b>Visits and visitors</b>	Celtic Village visit CLC	

### Year 3 Curriculum Map: Summer Term

Topic	Invasion: The Anglo-Saxons						Map it Out					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Whole School study week
<b>Literacy Core Books and writing genre</b>	<b>Legends:</b> narrative; character description, settings description <b>Text:</b> Beowulf (Anglo-Saxons)			<b>Persuasive Writing</b> Anglo-Saxon 'estate agents' <b>Texts:</b> Selection of non-fiction books about Anglo-Saxon life			<b>Figurative Language</b> <b>Poetry: acrostic. Kennings, similes and metaphors</b> <b>Texts:</b> <i>The Lost Words</i> - by Robert McFarlane and Jackie Morris  Plus a selection of poetry books - linked to STEAM/art/science/D&T					
<b>Storytime Books</b>	<i>Beowulf</i> by Michael Morpurgo						<i>The Lost Words</i> Selection of poetry of different types from The Works 1-V and other texts					
<b>Poetry recital</b>							A poem from <i>The Lost Words</i>					

<b>Maths</b>	Number: Fractions		Measurement: Time			Geometry: Properties of Shapes	Measurement: Mass and Capacity			Consolidation	
<b>Science</b>	<b>Plants</b> We are learning to describe and label parts of plants and their functions	We are learning how to plan a fair test to see how plants thrive best	We are learning how to set up a fair test and record scientifically	We are learning to use results to inform conclusions	We are learning how water moves inside a plant	We are learning to describe how flowers reproduce and about the life cycle of plants	We are learning to recognise and label the parts of a flower	We are learning how to dissect a flower	We are learning to research how trees grow and communicate	We are making a group poster about a tree or plant to consolidate our learning	
<b>Computing</b>	<b>Events and actions in programs</b> Writing algorithms and programs that use a range of events to trigger sequences of actions.					<b>Sequencing sounds</b> Creating sequences in a block-based programming language to make music.					
<b>History</b>	<b>Anglo-Saxon Britain</b> We are learning to know the time and place of the Iron Age, Roman Britain and the Anglo-Saxons in Britain	We are learning to know why the Anglo-Saxons came to Britain and their reasons for doing so	We are learning to find Anglo-Saxon words in British place names	We are learning to compare Anglo-Saxon village life to that of the Romans	We are learning to infer information about daily life from Anglo-Saxon artefacts	We are learning to compare Anglo-Saxon religion to Roman religion and understand why they converted to Christianity					



<b>Geography</b>  <b>Extreme Earth</b>			We are learning to describe and understand key aspects of physical geography in the context of what is under the Earth's surface	We are learning to describe and understand how volcanoes are formed (La Palma, Cumbre Vieja)	We are learning to explain how volcanoes affect people's lives (Iceland, Fagradalsfjall)	We are learning what causes earthquakes and how they are measured	We are learning what causes tsunamis and how they affect people	We are learning what causes tornados and the effects they have
<b>Art and Design</b>	Anglo-Saxon illuminated letters	Design and make a model Anglo-Saxon village.	Drawing - continuous line, studies of flowers.	Watercolour - The Lost Words - an otter (Jackie Morris)	Watercolour - choose a British wild animal or bird to accompany their poem.	Collage- painted paper cut collage		
<b>Design Technology</b>	Anglo-Saxons - Making a Pulley (catapult) Cooking - a healthy, plant-based meal - <i>linked to Science - Plants</i>		Woodwork - Making a picture frame linked to The Lost Words art/literacy					
<b>Physical Education</b>	Tennis How to hold and grip a racket Racket skills		Cricket: How to hold and use a cricket bat Catching skills Striking with a bat Fielding and speed					

							Athletics: Running, jumping, distance throwing, speed					
<b>PSHE&amp;C</b>	<b>CARING RELATIONSHIPS</b> We are learning to identify the qualities of a good friend	<b>RESPECTFUL RELATIONSHIPS</b> We are learning about stereotyping of males and females To understand the link between gender stereotyping and discrimination	<b>GROWTH &amp; DEVELOPMENT</b> We are learning about biological differences between males and females	<b>RESPECTFUL RELATIONSHIPS</b> We are learning about family differences and challenge stereotyping	<b>RESPECTFUL RELATIONSHIPS/BEING SAFE</b> We are learning you can say no to bad touch	<b>MENTAL WELLBEING</b> We are learning to identify positive thoughts	<b>MENTAL WELLBEING</b> We are learning to explore the concept of self-talk.	<b>MENTAL WELLBEING</b> We are learning to explore healthy relationships	<b>MENTAL WELLBEING</b> We are learning to explore healthy relationships	<b>MENTAL WELLBEING</b> We are learning to recap what a good friend is	<b>Health and Prevention</b> We are learning the definition of a vaccination, how the immune system functions and how they work to keep us healthy*	TRANSITION TO YEAR 4
<b>Music</b>	<b>Singing:</b> <b>Call and response (rhythmic and melodic)</b>						<b>Keyboards L1</b> Learn how to read music in the treble and bass clef, focusing on fingering and hand position, recognise notes on the keyboard and be able to play basic songs with two hands. Students will be able to recognize notes and gain confidence in performing basic songs with two hands or as a duo.					
<b>French</b>	Family members; Numbers 1-31						Food; Pizza; Story: Berthe fait une pizza					
<b>Religious Education</b>	<b>Rites of Passage: Buddhism, the journey of life - What are the important points in the journey of a person's life?</b> Children can express a personal response to the concept of rites of passage  Children can explain how the concept of life as a journey marked by rites of passage can be applied in their own and others' lives.  Children can explain what rites of passage are and how they mark important points along the journey of life.  Children can describe the Thai Buddhist ceremony of Tham Kwan Nak and explain its meaning						<b>Sacred: sacred places - What are the important points in the journey of a person's life?</b> Children can describe what people mean by sacred Children can describe a sacred place which is significant to believers  Children can describe the value of sacred places to and believers and to themselves  Children can express a personal response to the concept of sacred by reflecting on whether there is a sacred place in their own lives  Children can describe how sacred places can affect their own and others' lives					

	Children can evaluate, by explaining, the importance and relevance of rites of passage to believers	
<b>Visits and visitors</b>		

**Year 4 Curriculum Map: Autumn Term**

Topic	Robin Hood						Ancient Egypt					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Whole School study week
<b>Literacy Core Books and writing genre</b>		Stories with Historical Settings - The Adventures of Robin Hood					Persuasive letter writing					
		Non-chronological reports - States of Matter					Poetry unit - Winter festivals					
<b>Storytime Books</b>		Adventures of Robin Hood, retold by Rob Lloyd Jones The Huge Bag of Worries by Virginia Ironside Once upon a Raindrop by James Carter					Something Else by Kathryn Cave and Chris Riddell Have you Filled a Bucket Today? by Carol McCloud					
<b>Poetry recital</b>												
<b>Maths</b>	Place Value			Addition and Subtraction			Length and Perimeter		Multiplication and Division			
	Times table focus: 2, 3, 5, 10						Times table focus: 4, 8, 11					
<b>Science</b>	<b>States of Matter</b> We are learning how particles are different in solids, liquids	<b>States of Matter</b> We are learning to compare and group solids, liquids and gases	<b>States of Matter</b> We are learning the effects of heating and cooling	<b>States of Matter</b> We are learning the temperatures at which materials change state	<b>States of Matter</b> We are learning about evaporation	<b>States of Matter</b> We are learning about condensation	<b>States of Matter</b> We are learning about the water cycle					

	and gases											
<b>Computing</b>	<b>The internet</b> Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.						<b>Photo editing</b> Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled. <b>CLC: Audio editing</b> Capturing and editing audio to produce a podcast, ensuring that copyright is considered.					
<b>History</b>				<b>Ancient Egypt</b> We are learning when the Ancient Egyptian civilisation was	<b>Ancient Egypt</b> We are learning to locate Egypt and its major settlements on a map	<b>Ancient Egypt</b> We are learning about Ancient Egyptian daily life	<b>Ancient Egypt</b> We are learning to compare Ancient Egyptian daily life to modern life	<b>Ancient Egypt</b> We are learning the differences between the rich and poor in Ancient Egypt	<b>Ancient Egypt</b> We are learning about Ancient Egyptian religious beliefs	<b>Ancient Egypt</b> We are learning about the process of mummification	<b>Ancient Egypt</b> We are learning about Howard Carter's discovery	
<b>Geography</b>												
<b>Art and Design</b>	Ancient Egyptian Pharaoh Portraits Cartouches						Ancient Egyptian Canopic Jars					
<b>Design Technology</b>							Archaeologist's Bag					
<b>Physical Education</b>	<b>Basketball:</b> Spatial awareness Moving around space with ball Reaction and response for interceptions						<b>Hockey</b> Skilful play - searching for a pass Defensive line How to steal Timing of pass					
<b>PSHE&amp;C</b>	We are learning	Healthy Eating	Healthy Eating	Health and	Drugs, Alcohol	Drugs, Alcohol	Drugs, Alcohol	We are learning to explain	Respectful	Health and	Health and	

	to set a goal	We are learning to understand that food gives us energy	We are learning to understand the importance of nutrients	Prevention We are learning Asthma Lesson: Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use	and Tobacco We are learning that there are drugs (other than medicines) which are common in everyday life, and why people choose to use them	and Tobacco We are learning about the effects and risks of drinking alcohol	and Tobacco We are learning about different patterns of behaviour that are related to drug use	the importance of asking questions	relationships We are learning about the role of victims, bullies and bystanders <b>ABW</b>	Prevention We are learning infection can be spread through unclean hands and that handwashing can prevent the spread of infection	Prevention We are learning infection can spread through sneezing and coughing  Understand that covering the mouth when sneezing can prevent the spread of infection	
<b>Music</b>	<b>Vocals and Singing</b>				<b>Music Theory with Keyboards L1</b> Learn how to read music in the treble clef, understand what chords are and the difference between major and minor, recognise notes on the keyboard and be able to play basic songs with one hand.							
<b>French</b>	Greetings Recap school equipment Recap classroom commands Alphabet				Numbers 1-31 Animals and adjectives Combined animals							
<b>Religious Education</b>	<b>Holy Mary Mother of God (Christianity)</b> describe the concept of <i>holy</i>				<b>Food Rituals (Hinduism and Christianity)</b> Children can describe what people mean by ritual.							

	<p>describe how Christians show that they believe Mary is <i>holy</i></p> <p>evaluate the concept of <i>holy</i> by describing the value of Mary's <i>holiness</i> to believers</p> <p>describe their own response to the concept of <i>holy</i></p> <p>describe examples of how their ideas about <i>holiness</i> affect their lives.</p>	<p>Children can describe how the ritual of Eucharist is important to Christians (or how other food rituals are important to followers of other faiths)</p> <p>Children can evaluate, by describing the value of people's interpretations of ritual</p> <p>Children can express a personal response to the concept of ritual</p> <p>Children can describe how food rituals affect their own and others' lives.</p>
<b>Visits and visitors</b>	<a href="#">Visit to CLC</a>	<p>Hanukkah parent visitor</p> <p><a href="#">Visit from CRICK for Science Week</a></p> <p><a href="#">British Museum</a></p>

### Year 4 Curriculum Map: Spring Term

Topic	The Iron Man						Around the World						Whole School study week
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
<b>Literacy Core Books and writing genre</b>	<p>Stories set in an Imaginary World - The Iron Man</p> <p>Poetry unit</p>						<p>Explanation Texts - Renewable Energy</p> <p>Recounts - Newspaper writing - explorers</p>						
<b>Storytime Books</b>	<p>The Iron Man by Ted Hughes</p> <p>Something Else by Kathryn Cave</p> <p>How the Whale Became and Other Stories by Ted Hughes</p>						<p>Until I Met Dudley by Roger McGough</p> <p>Around the World in Eighty Days by Jules Verne</p>						
<b>Poetry recital</b>													
<b>Maths</b>	Multiplication and Division		Area		Fractions			Decimals					
	Times table focus: 6, 12						Times table focus: 8, 9						

<b>Science</b>	<b>Animals including Humans</b> We are learning the simple functions of the digestive system	<b>Animals including Humans</b> We are learning about the functions of different human teeth	<b>Animals including Humans</b> We are learning the differences between the teeth of carnivores and herbivores	<b>Animals including Humans</b> We are learning to interpret a food chain	<b>Animals including Humans</b> We are learning to construct a food chain	<b>Electricity</b> We are learning to identify common appliances that run on electricity	<b>Electricity</b> We are learning to construct a simple series circuit	<b>Electricity</b> We are learning the effects of a complete series circuit with a lamp	<b>Electricity</b> We are learning the effects of opening and closing a switch	<b>Electricity</b> We are learning to recognise some common conductors and insulators		
<b>Computing</b>	<b>Repetition in shapes</b> Using a text-based programming language to explore Count-controlled loops when drawing shapes.					<b>Repetition in games</b> Using a block-based programming language to explore count-controlled and infinite loops when creating a game.						
<b>History</b>												
<b>Geography</b> <b>Around the World</b>						We are learning to identify the position and significance of the Equator and the North and South hemisphere	We are learning to identify the position and significance of the lines of longitude and latitude	We are learning to use the eight points of a compass	We are learning to identify the position and significance of the Tropics	We are learning to identify the position and significance of time zones	We are learning to identify the significance and position of the Arctic and Antarctic circles	
<b>Art and Design</b>	The Iron Man Scene Setting					Reflective Watercolours						



<b>Design Technology</b>							Cam and Shaft					
<b>Physical Education</b>	Football: Small team games Keeping possession Weaving						Netball Pivoting Signalling Space Outwitting manoeuvres					
<b>PSHE&amp;C</b>	Citizenship We are learning to understand what we spend money on	Citizenship We are learning to understand ways to save and the benefits of saving	Basic First Aid We are learning t about an allergic reactions to a bite or sting	Basic First Aid We are learning to first aid when someone is bleeding or in shock	Basic First Aid We are learning to first aid for choking	Being Safe We are learning how to keep safe around water	Being Safe We are learning how to keep safe around water	Online Relationships We are learning to understand that not everything online is trustworthy	Online Relationships We are learning to make decisions on what we trust online using agreed criteria <b>ABW</b>	Respectful relationships We are learning how images are manipulated online	Respectful relationships We are learning to understand how stereotypes can label people	
<b>Music</b>	<b>Song Writing with Glockenspiels</b> To improve pupils' songwriting ability. Pupils will be introduced to a variety of songwriting techniques specific to film composition.						<b>Singing</b> Over this course, pupils will understand how to develop their singing voice, and sing in a healthy way which protects their voices. They will understand how to perform expressively and create a meaningful performance.					
<b>French</b>	Epiphany in France Parts of the face Revising colours						Describing a monster Clothes and colours Story: Je m'habille et je te croque					
<b>Religious Education</b>	<b>The Buddha Rupa (Buddhism)</b> describe the concept of <i>peace</i>  describe how Buddhists express <i>peace</i>  describe the value of peace to Buddhists, and identify and describe an issue raised						<b>Good and Evil - Holi (Hinduism)</b> describe the concepts of <i>good</i> and <i>evil</i>  describe ways in which Hindus remember <i>good</i> and <i>evil</i> in the story and celebrations of Holi					

	describe their own responses to peace describe examples of how peace can be applied in their own and others' lives.	describe the value of the ways in which good over evil is celebrated and identify an issue raised  describe their responses to the concepts of <b>good</b> and <b>evil</b>  describe incidents in their own and others' lives where good comes out of evil.
<b>Visits and visitors</b>	Buddhist Temple	Parent visitor

#### Year 4 Curriculum Map: Summer Term

Topic	The Vikings						The Rainforest					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Whole School study week
<b>Literacy Core Books and writing genre</b>	Viking Myths: Odin Creates the World; Freya and the Goblins; Thor and the Giants Arthur and The Golden Rope  Poetry Unit						Stories from Another Culture - The Great Kapok Tree  Information texts - Animal Classification  Persuasive texts - sustainability issues in rainforest. Final piece to include artwork.					
<b>Storytime Books</b>	How to be a Viking by Cressida Cowell Strange Histories The Vikings by Peter Chrisp The Ghanaian Goldilocks by Dr Tamara Pizzoli						The Jungle Book by Rudyard Kipling The Vanishing Rainforest by Richard Platt The Shaman's Apprentice by Lynne Cherry and Mark Plotkin					
<b>Poetry recital</b>												
<b>Maths</b>	Decimals		Money		Time		Statistics	Properties of Shape		Position and Direction		
	Times table focus: Quick recall of all						Times table focus: Quick recall of all					
<b>Science</b>	<b>Sound</b>		<b>Sound</b>	<b>Sound</b>	<b>Sound</b>	<b>Sound</b>	<b>Living Things</b>	<b>Living Things</b>	<b>Living Things</b>	<b>Living Things and their Habitats</b>		

	We are learning how sounds are made	We are learning how vibrations from sounds travel through a medium to the ear	We are learning to recognise how sounds get fainter as the distance from the sound source increases	We are learning to find patterns between pitch of a sound and features of the object that produced it	We are learning to find patterns between volume of a sound and the strength of the vibrations that produced it	<b>and their Habitats</b> We are learning to group living things in a variety of ways	<b>and their Habitats</b> We are learning to use classification keys to help group, identify and name vertebrates	<b>and their Habitats</b> We are learning to use classification keys to help group, identify and name invertebrates	We are learning the effects of changing environments and the dangers it poses to living things		
<b>Computing</b>	<b>CLC Visit: Video Editing introduction</b>					<b>Data logging</b> Recognising how and why data is collected over time, before using data loggers to carry out an investigation.					
<b>History</b>	<b>The Vikings</b> We are learning who the Vikings were and when they invaded Britain	<b>The Vikings</b> We are learning how and why they invaded Britain	<b>The Vikings</b> We are learning how the Anglo Saxon kings responded to the invasion	<b>The Vikings</b> We are learning about Danegeld	<b>The Vikings</b> We are learning about Viking punishment	<b>The Vikings</b> We are learning about the Viking gods and goddesses	<b>Taught in Summer 1</b>				
<b>Geography</b>	<b>Taught in Summer 2</b>					We are learning to name and	We are learning to locate key cities	We are learning to describe	We are learning to identify the	We are learning to understand	We are learning to understand

<b>The Rainforest</b>						locate countries where rainforests can be found	in Brazil, as well as the Amazon rainforest and river	the layers and features of the rainforest	animals that live in the rainforest	the impact and effects of deforestation	the impact and effects of deforestation
<b>Art and Design</b>	Viking Long Boat Design					Panoramic Rainforest Scenes					
<b>Design Technology</b>	Cooking: Viking Food										
<b>Physical Education</b>	Tennis: Direction hitting - controlling the ball Stop and start on command Chasing the ball					Cricket: Under and over arm throws Direction hitting and aim  Athletics: Use previous skills based on their and peers strengths Team work					
<b>PSHE&amp;C</b>	<b>Respectful relationships</b> We are learning to identify the qualities of a good friend	<b>Growth and developments</b> We are learning to understand the main stages of the human lifecycle	<b>Changing Adolescent body</b> We are learning some of the basic facts about puberty To know each person experiences puberty differently	<b>Changing Adolescent body</b> We are learning the importance of personal hygiene at puberty To know about different items that help keep us clean	<b>Respectful relationships</b> <b>We are learning to recognise positive things about ourselves</b> <b>To challenge gender stereotyping</b>	<b>Respectful relationships</b> <b>We are learning to understand aspects of discrimination</b>	<b>Respectful relationships</b> We are learning to understand rights in a friendship	<b>Respectful relationships</b> We are learning to understand responsibilities in a friendship	<b>Respectful relationships</b> We are learning to understand rights and responsibilities in a friendship <b>ABW</b>	<b>Online Relationships</b> We are learning to identify and resist pressurising and manipulative behaviour	<b>Online Relationships</b> We are learning to understand how a child's online actions can affect others

<b>Music</b>	<p><b>Singing:</b></p> <p><b>Singing in harmony – rounds and canons; simple two harmonies</b></p>	<p><b>Keyboards L1</b></p> <p>Learn how to read music in the treble and bass clef, focusing on fingering and hand position, recognise notes on the keyboard and be able to play basic songs with two hands. Students will be able to recognize notes and gain confidence in performing basic songs with two hands or as a duo.</p>
<b>French</b>	The weather; Weather forecast	Numbers 31-100
<b>Religious Education</b>	<p><b>Enlightenment Wesak (Buddhism)</b></p> <p>explain the concept of <i>enlightenment</i></p> <p>explain how and why Buddhists celebrate <i>enlightenment</i> of the Buddha at Wesak</p> <p>evaluate the significance of <i>enlightenment</i> to Buddhists and explain how Buddha's revelations influence their lives</p> <p>express a personal response to small incidents of <i>enlightenment</i> in their own experience</p> <p>explain examples of how moments of <i>enlightenment</i> have affected everyday life.</p>	<p><b>Neighbour Neighbour (Christianity)</b></p> <p>Children can describe the concept of neighbour</p> <p>Children can describe how this concept is contextualised within Christianity</p> <p>Children can evaluate the value of the concept to Christians. Identify and describe some issues raised.</p> <p>Children describe their responses to the concept.</p> <p>Children describe how their responses to the concept can be applied in their own lives and the lives of others.</p>
<b>Visits and visitors</b>	<a href="#">Viking Visit - History off the Page?</a>	<a href="#">London Zoo - Rainforest / Habitats</a>

**Year 5 Curriculum Map: Autumn Term**

Topic	Ancient Greece						The UK					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Whole School study week
<b>Literacy Core Books and writing genre</b>	Ancient Greek Myths and Legends: Icarus and Daedalus Theseus and the Minotaur Perseus and Medusa			Letters (Persuasive, Complaint)	Narrative Poetry (The Walrus and the Butterfly)		Suspense Stories		A Christmas Carol			
<b>Storytime Books</b>	Who let the Gods Out?								A Christmas Carol			
<b>Poetry recital</b>					The Walrus and the Butterfly							
<b>Maths</b>	Place Value			Addition and Subtraction		Statistics	Statistics	Multiplication and Division			Perimeter and Area	
<b>Science</b>	Making Plants: Sexual reproduction	Making Plants: Asexual Reproduction	Mammals	Jane Goodall	Metamorphosis	Comparing Life cycles	Properties of Materials	Thermal Insulators and Conductors	Electrical Insulators and Conductors	Dissolving	Separating Mixtures	Irreversible Changes
<b>Computing</b>	<b>Sharing information</b> Identifying and exploring how information is shared between digital systems.						<b>Sharing information contd</b> Working on an online shared project (powerpoint presentation) <b>CLC Visit: Video editing: Further Skills</b> Planning, capturing, and editing video to produce a short film.					
<b>History</b>	Who were the	Ancient Greek Democra	Ancient Greek Olympics	The Battle of Marathon	Ancient Greek Gods and	The Trojan War						

	Ancient Greeks?	cy (Compare with today)			Goddesses							
<b>Geography</b> <b>The UK</b>	<b>Taught in second half of term</b>					We are learning to name and locate counties of the UK	We are learning to name and locate cities of the UK	We are learning to identify geographical regions of the UK and their human features	We are learning to identify geographical regions of the UK and their physical and topographic features	We are learning to identify land use patterns	We are learning to identify how land use patterns change over time (Milton Keynes)	
<b>Art and Design</b>												
<b>Design Technology</b>	<b>Food/cooking:</b> Ancient Greek food day					<b>Structures:</b> Brunel - Suspension Bridge						
<b>Physical Education</b>	<b>Basketball</b>					<b>Hockey</b>						
<b>PSHE&amp;C</b>	We are learning to set a goal	<b>Healthy Eating</b> We are learning to review a day's menu and provide feedback on how it can be improved	<b>Healthy Eating</b> We are learning to explain the function of nutrients and fibre	<b>Healthy Eating</b> We are learning to explain the reasons it is important to keep hydrated.	<b>Healthy Eating</b> We are learning to explain that different types and portions of foods and drinks provide different	<b>Healthy Eating</b> We are learning to identify and interpret information on food labels	<b>Mental Wellbeing</b> We are learning who can help us and how to ask for help  Know the difference between a	<b>Respectful relationships</b> We are learning to explore the concept of fairness and how people decide what is fair and unfair.	<b>Respectful relationships</b> We are learning to stand up against bullying <b>ABW</b>	<b>Respectful relationships</b> We are learning to explore how and why people are excluded	<b>Basic First Aid</b> We are learning to assess a casualty's condition calmly. Know how to comfort and	

					amounts of energy.		big and a small feeling				reassure a casualty who has a head injury. Use the recovery position	
<b>Music</b>	<b>Vocals and singing</b>						<b>Music Theory with Keyboards L1</b> Learn how to read music in the treble clef, understand what chords are and the difference between major and minor, recognise notes on the keyboard and be able to play basic songs with one hand.					
<b>French</b>	Introducing yourself Alphabet revision Hobbies and sports Likes/dislikes/opinions											
<b>Religious Education</b>	<b>Wisdom; Sacred Texts Bible and Qur'an (Christianity &amp; Islam)</b> Children can explain a personal response to the concept of wisdom, and give examples of who and what has the right to guide them. Children can explain how people have different ideas about what wisdom is. Children can explain ideas about what wisdom is. Children can explain how the Qur'an and the Bible contain wisdom. Children can evaluate, by explaining, the importance of this wisdom in the world today.						<b>Symbol: Eucharist (Christianity)</b> explain the meaning of the concept <i>symbol</i> explain how and why the <i>symbols</i> of bread and wine are used by Christians explain the importance of the <i>symbols</i> to Christians explain their own responses and ideas about <i>symbols</i> explain example of how feelings/ responses to <i>symbols</i> affect their own and others' lives.					
<b>Visits and visitors</b>												

### Year 5 Curriculum Map: Spring Term

Topic	Local History						Ancient Civilisations: The Mayans					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Whole School study week



<b>Literacy Core Books and writing genre</b>	Film studies- Film narratives	The Girl and the Fox: Using show not tell in our descriptive writing	Emotive writing (The Piano)	Playscript : The Snowman	Creating our own short Films	Space Poetry- Kyrielle	Recount - UFO's (connectives) 1st person recount 3rd person recount Biography Diary entry					
<b>Storytime Books</b>	Pax by Sara Pennypacker					The Wild Robot by Peter Brown						
<b>Poetry recital</b>	She is Fierce- Ana Simpson (Poems by women)					Space Poetry						
<b>Maths</b>	Multiplication and Division		Fractions			Fractions			Decimals and Percentages			
<b>Science</b>							What are Spherical Bodies?	The planets or the solar system	Geocentric vs Heliocentric beliefs of the Universe	Earth and Sun; understanding how day and night occur	Time Zones (sunset, sunrise)	Movement of the Moon
<b>Computing</b>	<b>Vector drawing</b> Creating images in a drawing program by using layers and groups of objects.					<b>Flat-file databases</b> Using a database to order data and create charts to answer questions.						
<b>History</b>	Why is Hampstead an important area?	Cultural Attractions	Intellectuals that lived/influenced Hampstead	Literary works inspired by Hampstead	Change over the years	Burgh House/Keat's House	Who were the Maya?	Religion and Gods	Maya Number system	Using different sources to gather information about the Maya civilization	Maya writing	Maya Food
<b>Geography</b>	Local geography; local map work; local physical geography											
<b>Art and Design</b>												

<b>Design Technology</b>	<b>Musical Instruments</b>						<b>Mechanisms: Design a Rocket - CAMS</b>				
<b>Physical Education</b>	<b>Football</b>						<b>Netball</b>				
<b>PSHE&amp;C</b>	<b>Citizenship</b> We are learning to understand deductions from payslips	<b>Citizenship</b> We are learning to understand budgeting	<b>Families and people who care for me</b> We are learning to understand reasons for migration	<b>Families and people who care for me</b> We are learning to explore migration	<b>Health and prevention</b> We are learning to gain an understanding of immunity and vaccines and the importance of vaccination programmes in general.	<b>Health and prevention</b> We are learning to understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living. To understand that if antibiotics are taken, it is important to finish the course.	<b>Online relationships/being safe online</b> We are learning to understand content which may be appropriate or inappropriate	<b>Being Safe</b> We are learning to identify appropriate people to turn to for help	<b>Being Safe</b> We are learning to understand how to keep safe when cycling.	<b>Being Safe</b> We are learning to understand how to keep safe when cycling.	<b>Respectful relationships</b> We are learning to understand gender stereotypes.
<b>Music</b>	<b>Song Writing with Glockenspiels</b> Pupils will improve their songwriting ability. Pupils will be introduced to rhyming schemes and less common song structures in order to write a song for a piece of film.						<b>Singing</b> Over this course, pupils will understand how to develop their singing voice, and sing in a healthy way which protects their voices. They will understand how to perform expressively and create a meaningful performance.				

<b>French</b>	Revision of the weather; Revision of clothes and colours; Story: Quel temps fait-il Berthe?											
<b>Religious Education</b>	<b>Sacred: The Mosque (Islam)</b> Children can describe what people mean by sacred Children can describe a sacred place which is significant to believers Children can describe the value of sacred places to and believers and to themselves Children can express a personal response to the concept of sacred by reflecting on whether there is a sacred place in their own lives Children can describe how sacred places can affect their own and others' lives						<b>Sacrifice: What does Easter mean? (Christianity)</b> Children can explain what sacrifice is. Children can explain how sacrifice is expressed within the Christian story. Children can evaluate, by explaining, the importance and relevance of sacrifice to Christians. Children can explain a personal response to the concept of sacrifice Children can explain how the concept can be applied in their own and others' lives.					
<b>Visits and visitors</b>						<a href="#">Burgh House</a> <a href="#">Keat's House</a>						

### Year 5 Curriculum Map: Summer Term

Topic	Comparing Locations						Comparing Locations					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Whole School study week
<b>Literacy Core Books and writing genre</b>	The Arrival (graphic novel)			The Invention of Hugo Cabret (graphic novel): Newspaper report Diary entry 1st person recount			Narrative poetry: The Highwayman:			Persuasive Writing: Persuasive Letters, Campaign: Anti-smoking		
<b>Storytime Books</b>	Cold Bath Street by A. J. Hartley											
<b>Poetry recital</b>							The Highwayman					

<b>Maths</b>	Recap	Decimals			Properties of Shape		Propertie s of Shape	Position and Directions		Converting Units		Volume
<b>Science</b>	Forces	Gravity	Air Resistanc e	Water Resistanc e	Friction	Understa nding mechanis ms (levers, pulleys, gears)	Stages of human growth	Growth of babies	Puberty	Change in Old age	Gestation period	Life expectan cy
<b>Computin g</b>	<b>CLC Visit: Selection in physical computing</b> Exploring conditions and selection using a programmable microcontroller.						<b>Selection in quizzes</b> Exploring selection in programming to design and code an interactive quiz.					
<b>History</b>												
<b>Geograph y</b>  <b>The Americas</b>	We are learning to identify and locate the countries of North and South America	We are learning to identify and locate the major cities in North and South America	We are learning to describe the geographi cal location and characteri stics of different places in the Americas (Anchora ge and Rio de Janeiro)	We are learning to describe the climate zones, biomes and vegetatio n belts of different regions across the Americas	We are learning to compare physical features of an area of the UK and a region of North America (Peak District and Death Valley)	We are learning to identify similaritie s and difference s in the human and physical geograph y of my local area and a region of North America. (London and NYC)						
<b>Art and Design</b>												

<b>Design Technology</b>	<b>Fabric:</b> Travel Cushion						<b>Cook</b> savoury dishes for a healthy and varied diet										
<b>Physical Education</b>	<b>Tennis</b>						<b>Cricket</b>										
<b>PSHE&amp;C</b>	<b>Athletics</b>						<b>Respectful Relationships</b> We are learning to identify the qualities of a good friend	<b>Mental Wellbeing/caring relationships</b> We are learning to think and talk about how they we've grown and changed since they were babies	<b>Mental Wellbeing/caring relationships</b> We are learning to know about the physical changes that happen at puberty	<b>Mental Wellbeing/caring relationships</b> We are learning to understand what menstruation and wet dreams are To know how to manage menstruation and wet dreams	<b>Mental Wellbeing/caring relationships</b> We are learning to know the importance of hygiene during puberty	<b>Mental Wellbeing/caring relationships</b> We are learning to know how and why emotions and relationships change during puberty To know where to get help and support to manage changes during puberty	<b>Mental Wellbeing/caring relationships</b> We are learning to deal with feelings in relationships	<b>Mental Wellbeing/caring relationships</b> We are learning to develop a sense of belonging	<b>Mental Wellbeing/caring relationships</b> We are learning to develop a sense of belonging	<b>Mental Wellbeing/caring relationships</b> We are learning to develop a sense of belonging	<b>Caring relationships</b> We are learning to recap the qualities of a good friend
<b>Music</b>	<b>Samba Drumming</b> Students are taught the basic individual strokes used when playing the various Samba drums and percussion and are encouraged to put these together to play rhythms of varying complexity. Students will learn the importance of keeping time whilst playing as part of a group as well as the role each instrument plays within the Samba ensemble. Participants will learn and develop intermediate and advanced musical skills that can be applied to other instruments and musical activities.						<b>Keyboards L1</b> Learn how to read music in the treble and bass clef, focusing on fingering and hand position, recognise notes on the keyboard and be able to play basic songs with two hands. Students will be able to recognize notes and gain confidence in performing basic songs with two hands or as a duo.										
<b>French</b>	Introducing different types of music; Likes/dislikes/opinions; Introduction of musical instruments																
<b>Religious Education</b>	<b>Rites of Passage: Islam The Journey of Life (Islam)</b> Pupils can express a personal response to the concept of rites of passage and can explain what events have been important in their journey of life so far.						<b>Ritual: Prayer (Christianity &amp; Judaism)</b> explain the meaning of ritual explain how ritual is expressed by some Christians and Jewish people										

	<p>Pupils can explain how the concept of life as a journey marked by rites of passage can be applied in their own and others' lives.</p> <p>Pupils can explain how important events are marked in religion by rites of passage</p> <p>Pupils can explain the meaning of the Muslim naming ceremony and the Hajj</p> <p>Pupils can evaluate, by explaining, the importance and relevance of rites of passage to believers..</p>	<p>evaluate the significance of ritual by explaining its importance to Christians and Jewish people and by identifying some issues raised</p> <p>explain their own responses to ritual</p> <p>explain examples of how their responses can be applied to their own and others' lives.</p>										
<b>Visits and visitors</b>												

**Year 6 Curriculum Map: Autumn Term**

Topic	Conflict and Cooperation						Conflict and Cooperation					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Whole School study week
<b>Literacy Core Books and writing genre</b>	The Power of Imagery Beyond Enemy Lines: Roleplay Drama Synonyms	Using the five senses to describe Show not tell Using Similes, metaphors personification. Sentence structures : simple, compound sentences	Understanding complex sentences Poetry extension :	Poetry Write a poem about the Blitz. Speech punctuation Evacuee letters from History	Authors and Texts William Shakespeare Review play-script Writing features Read and discuss Romeo and Juliet. -able.ible spellings	Apostrophe use for contraction and omission. Subordinating & coordinating conjunctions Script writing in groups Turning a script into a narrative	Assembly prep.	Biography & Autobiography	Biography and Autobiography	Authors and Texts Rudyard Kipling Building Tension (Riki Tiki Tavi)	Rudyard Kipling Building Tension (+ Jungle Book) Dialogue Narrative phrasing Speech punctuation	Rudyard Kipling (finishing)
<b>Storytime Books</b>	Hitler's Canary by Sandi Toksvig.						Daily Mail: World War 2				Blitzed Brits - Horrible Histories	

							newspaper excerpts.					
<b>Poetry recital</b>												
<b>Maths</b>	Place Value	Place Value	Place Value	Calculation The four operations. Addition Subtraction	Multiplication & Division	Review Assess  Gap Filling	Fractions Equivalent (ass prep)	Fractions Simplify Improper Mixed	Fractions Number line Add and subtract	Fractions Add and Subtract Multiply	Fractions Multiply Divide	Fractions Divide  Assess Week
<b>Science</b>	Evolution and Inheritance						Classification including Micro - organisms					
<b>Computing</b>	<b>Internet communication</b> Recognising how the WWW can be used to communicate and be searched to find information.						<b>Introduction to spreadsheets</b> Answering questions by using spreadsheets to organise and calculate data. <b>CLC Visit: Making Music: further skills</b>					
<b>History</b>	Origins of WWII Timeline Alliances		Evacuation	Blitz & Battle of Britain	Blitz and Battle of Britain	Rationing And Propaganda	Dunkirk - success or disaster?	The process of Jewish segregation - The Holocaust	The Holocaust Intro to Anne Frank	Anne Frank - significant person.	The End of the War	
<b>Geography</b>		Compare/Contrast historical maps of					I can explain the UKs trade	We are learning to use maps to	We are learning to explain	We are learning the importance	We are learning to explain the global	We are learning to explain how



<b>Trade and Economics</b>		Europe to present day.					links with other countries	identify trade links with the UK	g trade links between El Salvador and the UK	e of fair trade	supply chains	trading has changed through history
<b>Art and Design</b>	The colour wheel Mixing Blending	Soldier portraits - using tissue paper	Soldier Portraits Part 2	Blitz Artwork	Class 6 portraits	Propaganda Posters	Van Gogh Sunflowers	Pattern and Design (William Morris)	Andy Warhol Pop Art	Black History Portraits	Plastic Pollution Art	
<b>Design Technology</b>						<b>Cooking:</b> Wartime Recipe Cooking			<b>Baking Bread:</b> Yeast as a good micro - organism		<b>Structures:</b> Anderson Shelters	<b>Structures:</b> Anderson Shelters
<b>Physical Education</b>	Invasion Games: Football basketball Passing	Passing Moving  Defensive technique	Shooting	Offensive and defensive strategies	Skills extension to football	Dribbling						
<b>PSHE&amp;C</b>	Individuality Doodles U.N.C.R. C	Goal Setting	Physical Health and Fitness/Healthy Eating We are learning about keeping	Online Safety	Online Safety Understanding trust, coercion and manipulation	Understanding trust, coercion and manipulation.	Respect Mental Health	Mental Well being	Respectful Relationships	The Rule of Law	The Rule of Law	

			ourselves healthy - find a sport/club/activity that works for you						ABW			
<b>Music</b>	<b>Singing:</b> <b>Pop songs and song writing</b>						<b>Music Theory with Keyboards L1</b> Learn how to read music in the treble clef, understand what chords are and the difference between major and minor, recognise notes on the keyboard and be able to play basic songs with one hand. <b>&amp; Djembe Drumming</b>					
<b>French</b>	Introducing yourself (name age etc); Introducing food; Likes and dislikes with food; Ordering at the restaurant											
<b>Religious Education</b>	<b>Sacrifice</b> Children can explain what sacrifice means. Children can explain how Christians believe that Jesus sacrificed his life for the human race. Children can evaluate, by explaining, the importance and relevance of sacrifice to Christians, and what they think about this. Children can explain a personal response to the concept of sacrifice Children can explain how the concept can be applied in their own and others' lives						<b>Prophecy</b> Children can explain what prophecy means. Children can explain how religions use prophecy Children can evaluate, by explaining, the importance and relevance of prophecy to religions, and what they think about this. Children can explain a personal response to the concept of prophecy Children can explain how the concept can be applied in their own and others' lives					
<b>Visits and visitors</b>			<a href="#">London Zoo ZSL</a>		<a href="#">CLC Visit (Lego Mindstorm Robotics)</a>	<a href="#">RAF Museum</a>					<a href="#">Churchill Cabinet War Rooms</a>	

**Year 6 Curriculum Map: Spring Term**

<b>Topic</b>	<b>Crime and Punishment</b>	<b>Crime and Punishment</b>
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Whole School study week
<b>Literacy Core Books and writing genre</b>	Extending Narrative Short Stories Identify genre? Adverbial Phrases	Silent letter words Features of Mystery Stories	Adverbials to link and sequence How to Paragraph Plan and write a mystery narrative	Persuasive Writing Features Incl. fact & Opinion, Emotive words, Scare tactics etc.	Modal verbs Words & phrases to influence. Planning	Blending fact and opinion. It's & its First draft Editing & improving	Journalistic writing News paper features Open & closed q. Drama Note - making.	Verb /noun Agreement Direct and Reported Speech Parentheses Planning	Planning a report Conclusion Using the semicolon Active and passive verbs	Using the subjunctive Review sentence types Big Write, edit and improve. (finished)	Argument And Debate School Uniform / Last Break A debate using persuasive features.	
<b>Storytime Books</b>	Short Kevin Crossley Holland	The London Eye Mystery			Historical speeches (Churchill Obama)		Tuesday David Weisner - comic strip version.					
<b>Poetry recital</b>												
<b>Maths</b>	Decimals	Decimals	Percent %	Percent %	Algebra	Algebra	Converting Measures	Perimeter Area Volume	Perimeter Area Volume	Ratio	Ratio	Review and Assess.

<b>Science</b>	Electricity And Circuits Fault finding	Circuit Diagrams  Will it work?	Investigation: Bulb brightness	Series Circuits	Parallel circuits	Review and Assess.	Light  Travels in straight lines	Shadows	Inverstigation	How the eye sees	Colours in the spectrum	Finishing Review and Assess
<b>Computing</b>	<b>Variables in games</b>  Exploring variables when designing and coding a game.						<b>Webpage creation</b> Designing and creating web pages, giving consideration to copyright, aesthetics, and navigation. <a href="#">CLC Visit: Sensing</a> <a href="#">Designing and coding a project that captures inputs from a physical device.</a>					
<b>History</b>	Intro: Why do societies punish? What is the aim?	Romans Trial - judge and Jury - foundatio n of current legal system.	Anglo Saxons  Tithings Hue and Cry Wergild	Tudors  Using secondar y sources. Stocks, ducking stool, the rack etc.	Royal Court of Justice (mock trial) prep.	Royal Courts of Justice visit and mock trial.	Dick Turpin: Hero or Villain? A local study.	Dick Turpin: Hero or Villain? A local study.	Victorian Prisons  Intro. to police force and prisons.	Modern Crime and Punish ment across the globe.  An intl. Look.	Crime & Punishmen t through the ages - a timeline review. Compare and contrast.	Finishing and Display
<b>Geography</b>	Taught in Autumn 2						Taught in Summer 1					
<b>Art and Design</b>	Edvard Munch The Scream	Still Life	Perspec- tive	Perspec-tive part 2: Tower of London	Roman Mosaics - designing with colour	Roman Mosaics DT link.			L.S. Lowry Victorian Landscape (Drawing to scale)	L.S. Lowry Victoria n Landsc ape 2		

<b>Design Technology</b>	<b>Mechanisms:</b> Pulleys and electrical circuits: Design and Make our Own London Eye					Roman Mosaics Cutting a frame using tile and glass.						
<b>Physical Education</b>	<b>Football/Hockey</b>					<b>Netball</b>						
<b>PSHE&amp;C</b>	<b>Citizenship Jobs and Salaries</b> We are learning there are a range of salaries for different jobs. Excellence can be rewarded in different ways – not just monetary.	<b>Citizenship Value for Money</b> We are learning To understand 'value for money'.	<b>Respectful Relationships</b> We are learning to understand stereotypes associated with homelessness	<b>Respectful Relationships</b> We are learning to understand hidden homelessness	<b>Mental Wellbeing</b> We are learning to learn about mental health; what it means and how we can take care of it	<b>Mental Wellbeing</b> We are learning to learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times  Sometimes it can be difficult to excel in all situations.	<b>Online Safety Online</b> Relations We are learning to Identify different tactics someone might use to manipulate another person online	<b>Online Safety</b> Online Relations We are learning to Explain what to do if someone tries to pressure or manipulate them	<b>Being Safe</b> We are learning to begin to identify risks and risky behaviour	<b>Being Safe</b> We are learning to begin to identify risks and risky behaviour	<b>Respectful relationships</b> We are learning to challenge gender stereotypes How is this my responsibility? What can I do to stand up and be counted?  To challenge gender stereotypes What is a responsible attitude	
<b>Music</b>	<b>Songwriting with Glockenspiels</b> By the end of the course pupils will know more about what happens when a song is finished. Throughout Levels 1-3 they have learnt about different techniques to write their music. Now they will know about distribution, ways of listening to music, older technology to listen to music and know how so much of that is now relevant again, such as vinyl and they will also know about press releases and why they are useful.					<b>Singing</b> Over this course, pupils will understand how to develop their singing voice, and sing in a healthy way which protects their voices. They will understand how to perform expressively and create a meaningful performance.						
<b>French</b>	Naming places in town; Describing a town; Triarama project											

<b>Religious Education</b>	<b>Stories of Justice</b> Children can explain what the concept of justice means. Children can explain how justice is significant in the stories of Jewish people, Christians and Muslims. Children can explain the value of justice to Jewish people, Christians and Muslims and identify and explain issues raised. Children can explain their own response to justice. Children can explain how justice can be applied in own and others' lives.						<b>Empty Cross - Resurrection.</b> Children can explain what people mean by resurrection. Children can explain how resurrection is significant within the Easter story and how this is expressed through art. Children can evaluate, by explaining, value of people's interpretations of resurrection Children can explain their own response to the concept of resurrection through painting Children can explain that people will have different ideas about the concept of resurrection.					
<b>Visits and visitors</b>			Yr 6 Junior Citizen Ship (week varies)			<a href="#">Royal Courts of Justice</a>			<a href="#">CLC Visit (week varies)</a> <a href="#">Adobe Spark.</a>			

### Year 6 Curriculum Map: Summer Term

Topic												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Whole School study week
<b>Literacy Core Books and writing genre</b>	Revision of Spelling, Punctuation and Grammar skills	Revision of Spelling, Punctuation and Grammar skills.	Revision of Reading Comprehension skills	SATS week Free writing exercises	Our Business - blocked week for special business project	Swim session At Swiss Cottage - No literacy.	Swim session At Swiss Cottage - No literacy.	Literacy Shed - Narrative Writing Focus	School Journey Week	Recounts (IOW)	SCHOOL PLAY	SCHOOL PLAY
<b>Storytime Books</b>	The Guggenheim Mystery -						Flour Babies by Anne Fine					SCHOOL PLAY

	Robin Stevens											
<b>Poetry recital</b>												
<b>Maths</b>	Revision of Statistics	Revision of 2d/3d shape and area, perimeter and volume.	Revision of Position & Direction	SATs week Revision of investigative skills	Our Business - blocked week for special project	Swim session At Swiss Cottage - No maths.	Swim session At Swiss Cottage - No maths	Statistics	School Journey Week	Properties of Shape	Properties of Shape	SCHOOL PLAY
<b>Science</b>	Perform - Animals including humans: 1. Identify the main parts of the human circulatory system	2. Describe the functions of the heart, blood vessels and blood	3. Recognise the impact of diet, exercise drugs and lifestyle on your body. ,	4. Recognise the impact of diet, exercise drugs and lifestyle on your body. ,	5. Describe the ways in which water is transported within animals incl. Humans	6. Review and assessment week.	School Journey: Living things and their habitats: 1. Review of Year 4 skills: classification incl vertebrates etc.	2. Classification incl. Linnaeus system - kingdom, order, genus etc.	School Journey to the Isle of Wight	3. Research animals and plants from another environment and classify.	4. SCHOOL PLAY	SCHOOL PLAY
<b>Computing</b>	<b>Webpage creation contd</b> Designing and creating web pages, giving consideration to copyright, aesthetics, and navigation. Creating a Year 6 <i>padlet</i> .						<b>3D modelling</b> Planning, developing, and evaluating 3D computer models of physical objects.					
<b>History</b>	<b>Taught in Autumn/Spring Term</b>								School Journey Week			

<b>Geography Wonderful Whitby</b>	We are learning to locate Whitby and identify physical features of the town and its surrounding areas	We are learning to locate human landmarks in Whitby using 8 points of a compass, 4 and 6 figure grid references, symbols and keys.	We are learning to create a map using symbols and keys of the Ordnance Survey map	We are learning to describe and understand key aspects of Whitby's economic activity and its change over time	We are learning to compare types of settlements and land use of 2 seaside towns (Whitby and Brighton)	Whitby Project	Whitby Project	Whitby Project				
<b>Art and Design</b>												
<b>Design Technology</b>												
<b>Physical Education</b>	Tennis/Net Games						Athletics Cricket					
<b>PSHE&amp;C</b>	<b>Respectful Relationships</b> We are learning to identify the qualities of a good friends resilience one of them?How does a	<b>Changing Adolescent Body</b> We are learning about the physical, emotional and social changes that take place during puberty	<b>Relationships Education</b> We are learning to know what constitutes a positive healthy relationship To know that relationships	<b>Sex Education</b> We are learning to know the difference between an adult intimate/loving relationship and other	<b>Sex Education</b> We are learning to know the difference between an adult intimate/loving relationship and other	<b>Respectful Relationships /Being Safe</b> We are learning to know how a baby is made and grows (conception and pregnancy)	<b>Respectful Relationships /Online Relationships</b> We are learning to explore ways to communicate in a relationship and know	<b>Mental Wellbeing</b> We are learning to identify the differences between primary and secondary school  describe how it might	<b>Mental Wellbeing</b> We are learning to understand how to develop positive self-talk	<b>Mental Wellbeing/Internet safety</b> We are learning to learn how to manage screen time and maintain a healthy balance	<b>Mental Wellbeing/Physical Health and Fitness</b> We are learning to learn the importance of good sleep	



	friend show this quality?	To dispel any myths about puberty To explore some of the concerns people might have during puberty	change over time Is resilience to change a good thing?	types of relationships To know how a baby is made (sexual intercourse) To know what pregnancy means	types of relationships To know how a baby is made (sexual intercourse) To know what pregnancy means	To know what conception and pregnancy are	when it is appropriate to share personal information Curiosity is a good thing but know when to stop asking questions! To know some of the risks of meeting people online	feel to move to secondary school explain different ways of managing change				Has the internet and access to endless amounts of answers/information affected our instinctive curiosity?	
<b>Music</b>	<b>Samba Drumming</b> Students are taught the basic individual strokes used when playing the various Samba drums and percussion and are encouraged to put these together to play rhythms of varying complexity. Students will learn the importance of keeping time whilst playing as part of a group as well as the role each instrument plays within the Samba ensemble. Participants will learn and develop intermediate and advanced musical skills that can be applied to other instruments and musical activities.					<b>Keyboards L1</b> Learn how to read music in the treble and bass clef, focusing on fingering and hand position, recognise notes on the keyboard and be able to play basic songs with two hands. Students will be able to recognize notes and gain confidence in performing basic songs with two hands or as a duo.							
<b>French</b>	Introduction to the present tense; Revision of weather; Holiday activities; Likes/dislikes/opinions with holiday activities.												
<b>Religious Education</b>							<b>Imagery: Angels</b> explain their own responses to image. explain examples of how their responses to imagery can be applied to their and others' lives. explain the meaning of image. explain how angel images are used in the stories of the birth of Jesus. evaluate the importance of imagery by explaining the value to Christians and by identifying an issue raised.						
<b>Visits and visitors</b>	School Journey: The Isle of Wight												