



Rotherhithe Primary School Curriculum 2024/25

Our school curriculum reflects our strong belief that all children have an entitlement to a broad, rich and deep curriculum; a curriculum which has been designed to specifically meet the needs of our unique community of learners. Through this, our children will achieve their full potential within the context of a stimulating and exciting learning experience.

Our aim is to promote in our children a love to learn which will last a lifetime.

Our curriculum is based on the National Curriculum Framework.

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Aims and Objectives

At Rotherhithe Primary School we aim to provide a rich and meaningful learning experience for all our children, which will prepare them for the ever-changing world of the 21st century. In designing our curriculum, we aim not to not only maximise the natural and man-made resources around us, but to build directly on the experience, needs and interests of our children, as well as the expertise of the staff. We take into account the cultural and social diversity of all our pupils, therefore creating opportunities for all to succeed. This is a curriculum for us by us.

The Hidden Curriculum

These are the values, which lie beneath the main subject areas. They are integral to our philosophy of teaching and learning. Our curriculum develops thinking skills, communication skills, creativity, enterprise, questioning and presentation, all of which are transferable skills. At Rotherhithe Primary School we teach these skills across the curriculum, and discretely through Mindfulness and PSHE lessons. We want our children to understand how the brain works, how to identify and handle problems, and how to see themselves as part of the global community; a viewpoint, which shifts between “me”, to “we” and to “us”. Our children have high aspirations and a clear viewpoint of themselves within the local and global community.

Forest School

Southwark Park is our base for Forest School. The aim of forest schools is to provide outdoor learning experiences for children, and to provide them with opportunities to explore and engage in meaningful play in a natural environment. EYFS enjoy our Forest School provision.

Specialist Teaching

Through specialist teaching in music, children learn a variety of instruments including recorders, percussion, and drums. Children take part in a weekly singing assembly and we have an active brass band and some children have brass instrumental lessons.

We believe that being active and fit builds a happy future both physically and mentally for our children. Our PE curriculum offers dance, gymnastics, swimming and games sessions. We also offer a range of after school clubs such as dance, judo and team sports. We have been awarded Enhanced Healthy Schools Status.

Leaders of the Curriculum

- Art & Design: Alex Montgomery
- Computing and I.T.: Anthony Williams
- Design Technology: Conor McTernan
- English: Nina Hall
- EYFS Lead: Galiema Amien-Cloete
- History & RE: Amber Weldon
- Geography: Anthony Williams
- Maths: Annalise Loughnan
- Music: Lisa Christiansen
- PSHCE & SMSC: Kealan Doherty
- Science: Alexandra Montgomery
- PE: Conor McTernan
- John Deighan: Spanish

Where to find documents

For parents, all curriculum documents can be found on the school website in the 'Learning' section, which includes useful links to support home learning.

For staff, all curriculum documents are found on RPS Sharepoint in the curriculum folder. Plans and resources are saved in year group folders.

Involving Parents

Each year group provides a termly curriculum overview which outlines the main objectives for each subject studied that term. A copy of this termly map is available on the school's website.

Useful Contacts

British Museum- <http://www.britishmuseum.org/>

Cabinet War Rooms- <http://www.iwm.org.uk/visits/churchill-war-rooms/groups-schools>

Cutty Sark Museum- <https://www.rmg.co.uk/cutty-sark>

Horniman Museum: <https://www.horniman.ac.uk/>

Kew Gardens- <https://www.kew.org/>

Museum of London- <https://www.museumoflondon.org.uk/museum-london>

Natural History Museum- 0207 942 5555 <http://www.nhm.ac.uk/>

Royal Observatory- <https://www.rmg.co.uk/royal-observatory>

Science Museum- http://www.sciencemuseum.org.uk/about_us/contact_us.aspx

The Dental Museum- <http://www.bda.org/museum/>

Tower of London- <http://www.hrp.org.uk/TowerOfLondon/>

Oak Academy- <https://www.thenational.academy/>

Early Years Foundation Stage Curriculum 2024-2025

At Rotherhithe we have an active Early Years department that works together to support you and your child to have a happy start to school.

The nursery and reception classes are guided by the **Early Years Foundation Stage Curriculum**. This is a play-based curriculum built around teaching children skills and knowledge across seven areas of learning. The Prime **(in bold)** and Specific Areas are:

- **Personal, social and emotional development**
- **Physical development**
- **Communication and language development**
- Literacy
- Maths development
- Understanding the world
- Expressive arts and design



There are 17 early learning goals that children are expected to achieve at the end of the foundation stage. Our curriculum is based on the Birth to 5 Matters guidance: <https://birthto5matters.org.uk/>

Children develop, learn and play in different ways and at different rates. At Rotherhithe, we see all the areas of learning and development as equally important and interconnected.

Aims:

- At RPS, we recognise the importance of building a foundation of Personal, Social and Emotional Development (in particular wellbeing and dispositions) alongside Communication and Language plus Physical Development in determining children's future outcomes in learning.

- Through our enabling environments indoors and out and supportive positive relationships, each child can develop, learn and play individually.

- We are committed to the principle of learning through well-planned and purposeful play embedded in continuous provision that supports every child's capacity to learn, form relationships and thrive.

- At Rotherhithe, we believe that children should have real and interactive opportunities to experience adventure, risk and challenge both indoors, and out.

Children are taught through a mixture of child led and adult led activities. We encourage independence, perseverance, self-confidence, creativity and critical thinking.

Starting school and settling in:

Children settle into the early years setting by gradually increasing the amount of time they stay in school. This helps the children to get used to the routines and rules, to develop relationships with the staff and other children and to learn how to use the learning environment. Children do not all start at the same time to allow them to have increased direct time with their key person. This supports children's emotional wellbeing.

Settling in consists of stay and play sessions and then a build-up of hours each day with the aim of most children being full time within a week but every child is unique and may have different needs and previous experience. Your child may have been in nursery provision before or may be leaving home for the first time. This can be discussed with the teacher and your key person to manage the settling in period to best suit your child.

Children are supported to settle in to their early years classes through several measures. In Nursery each child will be assigned a key person who will form a special relationship with you and your child in order to help them settle, make new friends and to collect evidence of your child's abilities and achievements to inform their learning journey record and baseline assessment. Your key person will spend time with your child during the first few weeks of school helping them to adjust to the routines, to make friends and to take part in the activities. It is important to spend a little time at the beginning and end of each day to check in with your child's key person, to exchange information that may help your child to settle easily.

Curriculum

Your child will have access to a wide range of resources and activities and we have invested heavily in our early years learning environments both inside and out. These are set up every morning before the children come in so that children can experience and explore activities and provision in all seven areas of learning.

Activities are planned around the observed interests of the children and are sometimes adult led and sometimes child initiated. Adults are always available to support children learning whilst playing.

There are core activities that happen every week, such as cooking, playing maths games, talking tables, mixing paints, making playdoh. Story times and carpet times are included in every session throughout the early years provision. Carpet times include phonics, literacy and maths teaching. In addition to this, the curriculum is enriched with regular outings and visits to the local community and beyond and all children receive **sports skills and music lessons** with teachers.

All children in the Early Years attend Forest School sessions at some point,

Mindfulness and Zones of Regulation

Rotherhithe is a mindful school; this begins in the early years. Teachers support children to use mindfulness to manage and self-regulate their emotions and behavior. Zones of Regulation is a technique used to provide children with the language to articulate their emotions. Children as young as three years take part in short brain breaks. Please see the mindfulness section on the website for more information (<http://rotherhitheprimary.co.uk/mindfulness/>).

Developing literacy skills.

In addition to our continued focus in the early years on communication and language, the children

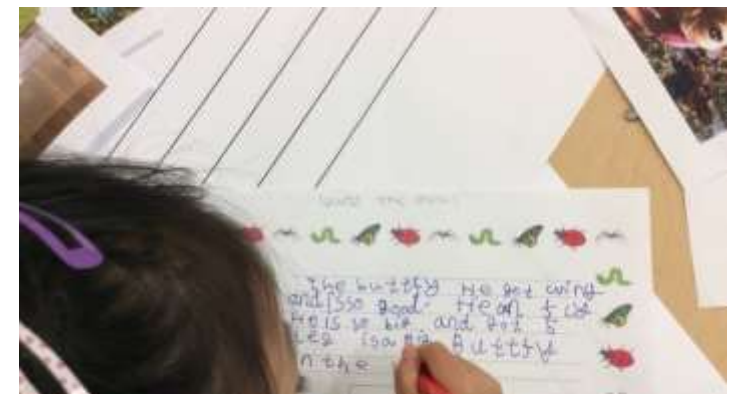
will be following the Read Write Inc programme to help them learn to read and write. This begins in the second term of nursery and then carries on into the reception year.

Assessment

The early years foundation stage starts at birth and ends when a child has transitioned into year one. Children are assessed throughout the stage. After your child has settled in, a statutory baseline assessment will be carried out where children will engage in a set of practical activities. Following this, children are assessed every half term. Assessments inform future planning to ensure that all children make progress in their learning. In the early years we plan for the half term, the week and each day.

In the summer term, teachers gather evidence to support their final judgements for the Early Years Foundation Stage profiles. The expectation is that most children will achieve a “Good Level of Development” in personal social and emotional development, physical development communication and language, literacy and maths. By the end of the foundation stage children are expected to:

- Write simple sentences with plausible phonetic spellings- children who should exceed the good level of development should be writing some compound words
- Read simple sentences relying on phonics and contextual cues
- Have a deep understanding of number to 10, including the composition of each number
- Be self-confident, manage their own feelings and behaviour
- Be able to make relationships with others

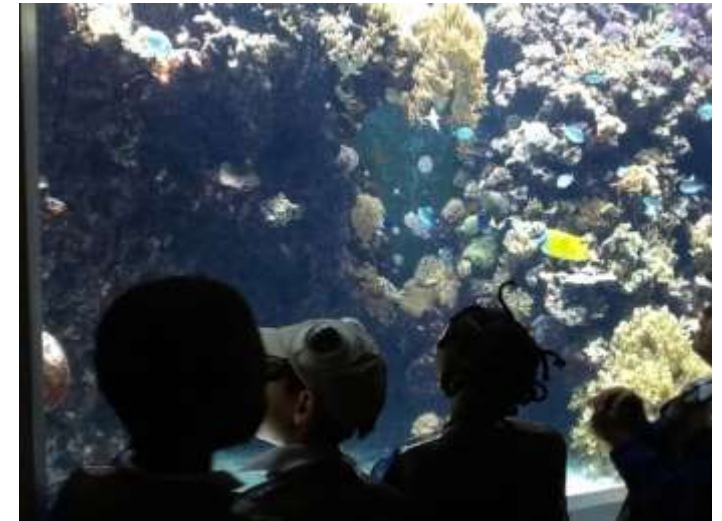


- Listen and attend and follow instructions
- Ask and answer questions.

Tapestry:

We record children's achievements through an electronic system called Tapestry. Observations, photographs, and videos of your child playing and learning are recorded on school iPads. All parents are given a secure login to this so that you can view your child's record at any time. This will be individual to you and is completely safe.

Through this login, you can also upload photos or make comments about activities and outings you have had at home and at the weekends and any learning you have noticed. Informing us of your child's learning experiences at home helps us to assess your child's achievement more accurately and supports a partnership between home and school. Every child also has a special learning story book which contains photos and work that they choose from their electronic record. This is kept in their classroom so they can access it at all times.



Parental involvement

We have a strong focus in the school on parental involvement and this is evident in early years. There are many opportunities to get involved, family learning workshops are held regularly. Workshops include, helping your child to write, managing challenging behaviour, supporting phonics at home.

We have links with the Children Centre in Southwark Park with a full range of activities for families (adults and children) that carry on throughout the holidays. A timetable can be found in the entrance hall of the school or on the Southwark website.

We have a Parent and Teacher Association (PTA) that helps us to organise events such as Summer Fair and Christmas Fairs.

Staff and senior leaders are at the gates every morning and afternoon. We would like every parent and child to feel welcome and valued in our school. We will do our very best to support you and

your child to have a positive and productive experience of school life.

Nursery Long Term Curriculum Map

| Core Activities | | | | | | | | | | | |
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| Core activities create the building blocks for all learning, growth and development in EY. Through the planning cycle Core Activities are shaped by children's interests. Practitioners adapt and plan through these activities to support development in the Prime and Specific Areas with an appropriate level of challenge to simulate and engage all learners. | | | | | | | | | | | |
| Sand and Water Tray Indoor and outdoor continuous provision | Cooking Weekly | Forest School Elements incorporated into outdoor provision. | Gardening Adult led planting in response to the seasons. Free play 'garden area' | Block Play Indoor and outdoor continuous provision. Planned challenges to link with texts. | Malleable Materials Playdough, foam, jelly beads, cloud dough, clay. | Role Play Home corner throughout the year. Additional role play in children's interests. | Small World Indoor and outdoor linked to themes and interest led. | Painting & Colour mixing Begins adult led as children develop skills work independently at painting stations. | Junk Modeling Open ended opportunities promoting independence. Adults support planning and reviewing work. | Finger Gym Range of activities to build up finger strength and dexterity | |
| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 |
| Our Big Question | Who am I? <i>Settling in</i> | | How do we celebrate? <i>Seasons</i> | | What fairy tales do we love? <i>Building</i> | | How do we get around? <i>Animals</i> | | How do things grow? <i>Growing</i> | | Summer Adventures <i>Transition</i> |

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| themes | | | | | | |
| Special Events | <ul style="list-style-type: none"> o Stay and Play sessions o Birthdays o | <ul style="list-style-type: none"> o Birthdays o Fireworks night o Halloween o Diwali o Eid-Ui-Fitr o Christmas o Hanukkah o Diversity Month | <ul style="list-style-type: none"> o Birthdays o New Years o Valentine's Day o Chinese New Year o Children's Mental Health Week o Pancake Day o World Book Day | <ul style="list-style-type: none"> o Birthdays o Mother's Day o St. Patrick's Day o Science Week o Easter | <ul style="list-style-type: none"> o Birthdays o St.George's Day o Ramadan & Eid o Carnival School celebration | <ul style="list-style-type: none"> o Birthdays o Father's Day o Sports Day o International Day |
| Possible Texts | <p>Together we can By Caryl Hart</p> <p>Ruby Goes to Nursery</p> <p>I can do it! By Patricia Hegarty</p> <p>So much By Trish Booke</p> <p>Lulu's First Day By Anna McQuinn</p> <p>Maisie Goes to Nursery By Lucy Cousins</p> <p>Owl Babies by Martin Waddle</p> <p>Dear Zoo by Rod Campbell</p> <p>We're going on a bear hunt by Micheal Rosen</p> | <p>Diwali By Hannah Elliot</p> <p>Christmas Story Room on the Broom By Julia Donaldson</p> <p>Stick Man by Julia Donaldson</p> <p>Kippers birthday By Mick Inkpen</p> <p>Where's Spot - Eric Hill</p> <p>Spots Birthday Party - Eric Hill</p> <p>Peace at last - Jill Murphy</p> <p>The Gruffalo - Julia Donaldson</p> | <p>Traditional tales:</p> <p>The Three Little pigs</p> <p>Goldilocks</p> <p>Billy Goat's Gruff</p> <p>The Gingerbread Man</p> <p>Jack and the Beanstalk</p> <p>The little Red Hen</p> | <p>The train ride By June Crebbin</p> <p>You can't take an elephant on the bus By Patricia Cleaveland Peck</p> <p>The Journey home from Grandpa's By Jumima Lumley</p> <p>Up Up Up! By Susan Reed</p> <p>The Boy who sailed the sea By Julia Greene</p> | <p>The Odd Egg By Emily Gravett</p> <p>The Very hungry Caterpillar By Eric Carle</p> <p>The Bad Tempered ladybird By Eric Carle</p> <p>Lali's Feather By Farhana Zia</p> <p>Monkey Puzzle By Julia Donaldson</p> <p>Jaspers Beanstalk by Nick Butterworth and Mick Inkpen</p> <p>Plant the Tiny Seed by Christie Matheson</p> <p>Titch by Pat Hutchings</p> | <p>Sharing a sea shell By Julia Donaldson</p> <p>The Rainbow Fish by Marcus Pfister</p> <p>Shark in the Park By Nick Sharrat</p> <p>The Singing Mermaid By Julia Donaldson</p> <p>This is me! By George Webster</p> |
| Personal Social Emotional Development | <p>Who am I? Being the Best I can Be.</p> <p>Settling into our new Nursery</p> <p>Get to know and develop a bond with</p> | <p>What are feelings?</p> <p>Introduce Zones of Regulation and exploring different feelings</p> <p>Talking about our own</p> | <p>What is special about me?</p> <p>Learn about special customs and beliefs</p> <p>Similarities and differences and how</p> | <p>How can I help others?</p> <p>Who helps look after us?</p> <p>How to help one another and what to</p> | <p>What am I proud of?</p> <p>Look at how we are growing and changing; What can I do now that I couldn't do before?</p> | <p>What is special about the world around me?</p> <p>Special places in my community</p> <p>Where are my friends and family from?</p> |

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| | <p>key worker</p> <p>Play name games Learn areas of the classroom and school routines</p> <p>Learn to self-register and hang my things on my special peg</p> <p>Share pictures of the our families/important people</p> <p>Talking about our favorite things to do at Nursery</p> <p>Create a class Charter Setting rules and routines; expectations and boundaries Discuss class promises and agree on them as a whole class.</p> | <p>feelings and understanding feelings of others</p> <p>Kind and unkind behaviour; being a good friend</p> <p>Learn to use 'conflict resolution'</p> <p>Create 'cool down' areas when we need time to calm down</p> <p>Introduce brain breaks and quiet/calm times</p> <p>Termly Review; my proudest moments from this term</p> | <p>we show respect</p> <p>Set our personal targets and goals</p> <p>Mindfulness activities linked to children's mental health week</p> <p>Small group turn taking games</p> <p>Fairy tales: -explore characters and their actions. Eg Goldilocks and the big bad wolf. -think of stories from others perspectives how might the Giant feel?</p> | <p>do if you need help.</p> <p>The importance of being kind and gentle.</p> <p>What makes a great friend: know that words have an impact on others</p> <p>Termly Review; my proudest moments from this term</p> <p>Introduce 'experts' for all areas</p> | <p>Playing co-operatively in a group. Children work on projects in groups lead by their own interests.</p> <p>Children build confidence to share their proud moments</p> <p>Explore what makes us feel different ways. I feel proud when.. I feel happy when..</p> <p>How have I changed since I was a baby? SHaring our baby photos, talking about what we can do now?</p> | <p>Explore similarities and differences How to look after the environment.</p> <p>Termly Review; my proudest moments from this term</p> <p>Transition to Reception</p> |
| <p>Physical Development PE coach Gross Motor</p> | <p>Fundamental Movement Experiments with different ways of moving. Begin to negotiate space successfully when walking, running and hopping.</p> <p>Wheeled toys Bikes, scooters and other wheeled toys.</p> | <p>Climbing & Balance Develop core muscles and strength to pull bodies up on climbing equipment . Work on balance when climbing and traveling over, under and around obstacles.</p> <p>Wheeled toys Bikes, scooters and other wheeled toys.</p> | <p>Jumping Practice pushing feet down into the ground to jump with increased height and distance.</p> <p>Wheeled toys Bikes, scooters and other wheeled toys.</p> | <p>Throwing and Catching Develop hand-eye coordination to propel objects further with increased accuracy and catch fast moving objects.</p> <p>Wheeled toys Bikes, scooters and other wheeled toys.</p> | <p>Kicking and Batting Develop co-ordination and eye tracking to kick small and large balls and use a begin to use a bat.</p> <p>Wheeled toys Bikes, scooters and other wheeled toys.</p> | <p>Multi skills and Athletics Practice key skills for Sports Day Activities.</p> <p>Wheeled toys Bikes, scooters and other wheeled toys.</p> |

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| Fine Motor & Mark making / writing | <p>Rolls, pounds, squeezes and pulls play dough</p> <p>Hold and use a range of small tools and objects such as tambourines, jugs, hammers and mark making tools</p> <p>Begin to turn pages in a book</p> | <p>Use paintbrushes to explore creating dots, lines, circular strokes; develop wrist action</p> <p>Snips with scissors; create Christmas snowflakes</p> <p>Manipulate clay to create diva lamps</p> <p>Use utensils for cooking in small groups</p> | <p>Copies circular, vertical, horizontal strokes and lines with mark making tools</p> <p>Construction with a variety of small materials and tools</p> <p>Use different sized and shaped cutters for making gingerbread biscuits</p> <p>Turn pages of books independently</p> | <p>Trace shapes and lines with mark making tools</p> <p>Begin to form some letters in learnt in phonics</p> <p>Use windup toys and buttons to make things move and go</p> <p>Represent ideas and ascribe meaning to pictures drawn</p> | <p>Planting seeds and using water cans and sprays</p> <p>Manipulate playdough to make snakes, and small balls</p> <p>Begin to hold mark making tools with tripod grasp</p> <p>Begin to write name</p> | <p>Write name and represent some other letters</p> <p>Use scissors to cut straight lines</p> <p>Paint and represent pictures with some details eg eyes nose mouth</p> |
| Healthy and Self care | <p>Learn daily routines and handwashing</p> <p>Use the toilet independently and/or ask for help if needed</p> <p>Eat and use utensils with greater independence</p> | <p>Eat independently</p> <p>Take on and off winter clothes independently</p> <p>Assess risk and use resources and equipment in school safely</p> | <p>Learn about oral hygiene and brushing teeth</p> <p>Try and taste different foods</p> <p>Develop breath control for brain breaks</p> | <p>Assess risk and be safe at home and in school; is it safe?</p> <p>Road Safety</p> <p>Talk about the body and name body parts.</p> | <p>Healthy eating and food</p> <p>Learn about growth and change in humans and animals</p> | <p>Learn how to look after our bodies in the hot weather</p> <p>Talk about ways to keep healthy</p> |
| Communication and Language | <p>Rhymes and songs that use the whole hand</p> <p>1:1 talking time with adult</p> <p>Introduce 'Word Time' for daily vocabulary input</p> <p>Introduce What's in the Box?</p> <p>Sorting and classifying</p> | <p>Rhymes/song that use fingers</p> <p>Introduce Talking Tables</p> <p>Share and talk about Tapestry posts</p> <p>Mystery Box and Touchy feely bags</p> <p>Action games and songs for verbs</p> | <p>Rhymes/songs that cross the midline</p> <p>Act out fairy tales</p> <p>Sequence and retell stories; first, then, now</p> <p>Use language related to measure for size; big, small, medium</p> <p>Introduce 'story telling tent'</p> | <p>Rhyme Time: rhymes that use the whole body</p> <p>Comment, predict and explain Science experiments</p> <p>Introduce 'Big Picture' answer who, what and where questions</p> <p>Opposites: fast/slow quiet/loud big/small</p> | <p>Rhymes that: involve games and movement</p> <p>Introduce Story Maker</p> <p>Explain 'odd one out' scenes</p> <p>Listening games for identifying animal sounds</p> <p>Use language related</p> | <p>'Rhyme Time' challenge</p> <p>Share and talk about their 'special place' (Tapestry)</p> <p>Begin to answer 'why' questions</p> <p>Listen and do 2-3 part instruction activities</p> <p>Use language related</p> |

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| | <p>toys and objects</p> <p>Labelling objects; what are they for?</p> <p>Dress up games & Puppet Play</p> <p>Phase 1 phonics: Tuning into sounds: sound discrimination of instrumental sounds and body percussion</p> | <p>Prepositions: under, behind, in front of, on top of.</p> <p>Phase 1 phonics: Listening and Remembering Sounds: Rhythm and rhyme Voice sounds</p> | <p>Phase 1 phonics: Talking about sounds (developing vocabulary and language comprehension) Playing with initials sounds, can you hear and say initial sounds</p> | <p>Phase 1 phonics: Oral blending and segmenting: reproduce audibly the phonemes they hear, in order, all through the word</p> <p>Read Write Inc Phonics Begin first set of sounds, link sound to phoneme</p> | <p>to length and weight</p> <p>Read Write Inc Phonics Continue with children's next steps following RWI sound order Identifying and saying initial sounds in words</p> | <p>to time; today, tomorrow, yesterday</p> <p>Read Write Inc Phonics Continue with children's next steps following RWI sound order</p> |
| Literacy | <p>Share favourite stories/songs/rhymes</p> <p>Join in with actions to rhymes and stories</p> <p>Read stories 1:1</p> <p>Identify main characters in familiar stories</p> <p>Use Story Sacks</p> | <p>Children begin to take home books from school</p> <p>Share stories in small groups</p> <p>Listen and join in with repeated refrains</p> <p>Recognise familiar words in environment and own name</p> <p>Talk about illustrations in books</p> <p>Story Maps</p> | <p>World Book Day activities</p> <p>Talk about settings in stories</p> <p>Begin to tell Helicopter stories using key story words eg once upon a time</p> <p>Story Maps</p> <p>Sequencing stories using pictures</p> | <p>Begin reading sessions with parents</p> <p>Explore information books about animals</p> <p>Make up new endings for favourite stories</p> <p>Take greater notice of letters in books and print</p> <p>Children choose books to take home</p> | <p>Children create their own stories with 'story maker'</p> <p>Sequence stories; beginning, middle and end</p> <p>Begin to make and create our own story books</p> <p>Story sacks for 'Monkey Puzzle' & 'The very Hungry Caterpillar'</p> | <p>Complete 'book reviews' of favourite stories</p> <p>'Rhyme Time' related to seaside</p> <p>Make an "This is Me" book</p> |
| Mathematics | <p>Routines: Introduce and develop morning routines incorporating daily number rhymes and songs. Counting at snack time. Daily exposure to orally rote counting.</p> | <p>Routines: Introduce the Birthday Box with numerals, cards, hats, candles etc. for celebrating birthdays. Children discuss how old they are and look for their numbers in the box. Story: Spot's Birthday</p> | <p>Routines: Children help adult to count out a number of things from a larger group focusing on the 'stopping number' during snack time</p> <p>Maths area: Investigate</p> | <p>Routines: Introduce calendar and days of the week into daily routine. Counting down the days to an event. Children count and say how many (cardinal principle) for their</p> | <p>Maths area: Free exploration of conservation of number using sorting trays set (such as ice cubes trays and egg boxes) Introduce Hungarian 5 frame and 10 frame.</p> | <p>Numicon: Match numerals to the numicon shapes and practise ordering them (1-10) Use a magic feely bag to find matching numbers. Composition of 5: find two shapes that</p> |

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| <p><u>Maths area:</u> Introduce maths area where children can explore a range of counting materials and collections.</p> <p><u>Numicon:</u> Become familiar with the numicon shapes. Play sorting activities and matching games.</p> <p><u>Counting and Cardinality</u> Begin to say number words in sequence, may be at string level where words are continuous undifferentiated. Will use some counting words randomly. Develop one-to-one correspondence when setting up the home corner. Encourage children to set up each plate with a cup etc.</p> <p><u>Comparison</u> Describe the groups using mathematical language eg 'few' and 'lots'</p> <p><u>Subitising</u> Play 'grabbing games' where children develop a sense of 'two-ness' and 'one-ness' Explore groups of two</p> | <p><u>Maths area:</u> Introduce 5 frames for counting songs to 5 with props for reciting and acting out the songs. (linked to children's interests)</p> <p><u>Numicon:</u> Recognise and name numicon pieces to five.</p> <p><u>Counting and Cardinality</u> Consistently use the number words in the same order (stable order principle) Christmas Performance songs based on counting songs</p> <p><u>Comparison</u> Children develop understanding of 'fair' and 'unfair' with numbers. Children can share fairly through practical activities such as putting food on plates or sharing toys equally; Teddy Bear's Picnic Children can check that groups are equal.</p> <p><u>Subitising</u></p> | <p>mathematical tools eg calculators, timers, measuring tapes.</p> <p><u>Numicon:</u> Match numerals to the numicon shapes and practise ordering them (1-3) Find numicon pieces that are equal/the same.</p> <p><u>Counting and Cardinality</u> Know that numbers identify how many objects are in a set. Count every item in a set only once, using only one number word (one-one principle) Can predict what the outcome will be in stories, rhymes and songs if one is added to, or if one is taken away. Act out with props linked to the story.</p> <p><u>Comparison</u> Can indicate which set has more or which set has less. Uses number language, such as 'less' or 'fewer'</p> <p><u>Subitising</u> Fast recognition of up to three objects</p> | <p>snack.</p> <p><u>Maths area:</u> Incorporate mathematical problems into role play areas for transport eg. five-frames for trains and buses, tickets, train times, directions.</p> <p><u>Numicon:</u> Find a numicon shape that is less/more than mine. Count and match counters to numicon pieces.</p> <p><u>Counting</u> Count actions, such as claps or jumps. Count at different speeds as they jump quickly/slowly, or a mixture of the two? Listening games for counting. Playing track games and counting along the track.</p> <p><u>Comparison</u> Children can compare numbers that are far apart reasoning explaining unfair sharing - 'This one has more because it has 5 and</p> | <p><u>Numicon:</u> Order Numicon pieces to 5. Match Numicon pieces to groups of given objects. (minibeast game) Make repeating patterns using numicon shapes.</p> <p><u>Comparison</u> Match groups of objects with the same number Know that the quantity of objects stays the same when they are spread out or moved closer together.</p> <p><u>Subitising</u> Can show a number of fingers to five 'all at once', without counting. Recognise the significance and value of zero</p> <p><u>Number Recognition, Representation and Ordering</u> Can record using marks that they can interpret and explain. Can recognise numerals 0 to 5. Can</p> | <p>make up 5.</p> <p><u>Counting</u> Develop order irrelevance principle by counting irregular arrangements of objects. Children can say one more than a given number within 5. Can count backwards from 5 then 10. Begin to count on from a given number within 10 using a number line.</p> <p><u>Comparison</u> Compare sets of objects, saying if it is one more or one less using duplo. Children being to reason using full sentences.</p> <p><u>Subitising</u> Automatically know numbers on a dice to 5. (Hungarian 5 frame games to support)</p> <p><u>Patterns</u> I can recognise follow ,copy and create patterns with sounds and actions. I can notice and correct an error in a simple repeating pattern</p> |
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| | <p>eg. Two eyes, two hands, two feet ect. Children instantly recognise groups of two without the need to count.</p> <p>Number Recognition Notice numbers in the environment. Recognise numbers of personal significance eg. Their birthday</p> <p>Shape, Space, Colour</p> <p>Complete simple puzzles and shape sorters. Name a range of different colours Children can sort objects by size, colour and shape. Some objects can be identical.</p> | <p>Makes a small collection of up to three objects to match another collection of objects.</p> <p>Number Recognition</p> <p>Recognise numbers in recipes eg. When making Gruffalo food and Reindeer Food</p> <p>Shape, Space, Pattern</p> <p>Capacity: making potions 'full' 'empty' 'nearly empty' Positional language linked to Bear Hunt Story. Patterns for wrapping paper at the Elves workshops: spotty/zig zag/</p> | <p>Quick recognition of 'three' 'not three'</p> <p>Number Recognition, Representation</p> <p>Can represent numbers using fingers. Can pick out a matching numeral to a numeral that is shown to them up to 3. Can sort different representations up to three linked to fairy tale characters</p> <p>Measure, Pattern</p> <p>Beanstalk height order and describe. Size ordering Goldilocks and the three bears. Story: 'Simon Sock' matching pairs of socks by their pattern</p> | <p>that one only has 2'</p> <p>Conservation: knowing that the number does not change if things are rearranged (as long as none have been added or taken away) linked to bus and train games</p> <p>Representation</p> <p>Count out objects to match numbers up to 3 then 5</p> <p>Patterns/Shape Create an ABAB pattern with colours and shapes. Use shapes to create pictures. Copy pictures and create my own pictures.</p> | <p>read numbers beyond on a number line by dropping back to 0. Can represent numbers using marks on paper or pictures</p> <p>Patterns Develop reasoning skills for finding 'odd one out' in pictures. Create and extend and ABAB patterns</p> | |
| Understanding of the World | <p>Stem Learning: The Natural World, Explore and Observe</p> <ul style="list-style-type: none"> o Fantastic fruits o Natural scavenger hunt | <p>Stem Learning: Physical Processes</p> <ul style="list-style-type: none"> o Floating and Sinking o Water and Ice o Cooking | <p>Stem Learning: Materials</p> <ul style="list-style-type: none"> o Building a house for the Three Little Pigs | <p>Stem Learning: All About me</p> <ul style="list-style-type: none"> o Brilliant Bodies o My senses <p>Science Week</p> | <p>Stem Learning: The Natural World, Explore and Observe</p> <ul style="list-style-type: none"> o Observe life cycle of caterpillar o Care for eggs and chickens | <p>Stem Learning: Physical Processes</p> <ul style="list-style-type: none"> o Magic magnets o Shadows |
| Art & Design | <p>Painting and Colour Free exploration of mixing and different tools</p> <p>Printing Hand, finger, body printing</p> | <p>Colour Experiment with colour; sand, water, dough, paint mixing linked to Diwali</p> <p>Painting Experiment with different painting tools</p> | <p>Textiles and Texture Experiment with materials to make homes and buildings</p> <p>3D work Building and constructing homes and buildings</p> | <p>Printing Extend body printing</p> <p>Painting and Colour Colour mixing; produce shapes and pictures</p> | <p>Drawing Draw and record observations of minibeasts and animals</p> <p>Pattern Observe and create patterns seen on</p> | <p>Drawing Draw and represent pictures of me and others</p> <p>Pattern Represent colour and shape patterns</p> |

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| | Cutting and Sticking Begin to use scissors Use glue sticks to create | to create fireworks 3Dwork Salt dough modeling Cutting and Sticking Continue to develop use of scissors | | 3Dwork Salt dough modeling eggs Building habitats | animals ie butterflies | Artist Paul Klee inspired block printing |
| Music – music specialist | Watching listening & participating Find out singing voices. Explore vocal sounds. Engage and participate in the sessions. | Snowmen & Penguins Experience a range of songs. Explore rhythm through words. Learn how to explore pulse through movement. Explore pitch through singing and sounds | Puppets & Lycra Use puppets and stretchy lycra material during music sessions to bounce props to the beat of the music. Learn to respond to music physically. Learn to join in with and anticipate actions. | Playing the game Explore pulse in my body through movement and actions. Respond to music with greater control through movement. Handle and control small percussion instruments to start and stop ; play loud and soft; play fast and slow | What's in the bag? Have opportunities to listen to live music. Have opportunities to listen to recorded music Learn to retell stories through music | Road to Rio Develop a steady pulse. Find the rhythm of words Explore pulse in the body through listening, singing and responding to music |

Reception Long Term Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | All About Me <i>Settling in</i> | Once Upon a Time | Superheroes | Beans and Butterflies | Pirates | If I had a.... |
| Core Books | <i>A super Duper You!</i> by Sophy Hen <i>You choose</i> by Pippa Goodhart/Nick Sharratt | <i>The Three Little Pigs</i> by Mara Alperin <i>The Gingerbread Man</i> by Mara Alperin | <i>Traction Man</i> by Mini Grey <i>Super Daisy</i> by Kes Gray | <i>Jack and the Beanstalk</i> by Richard Walker <i>The Hungry Caterpillar</i> by Eric Carle | <i>Pirate Stew</i> by Neil Gaiman <i>Come away from the water</i> Shirley by J. Burningham | <i>If I had a dinosaur</i> by Gabby Dawney and Alex Barrow <i>Our very own dog</i> by Amanda McCardie |

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| | <p>It's Ok to be different by Todd Parr</p> <p>The Family Book by Todd Parr</p> <p>Charlie and Lola books with Soren Lorensen in it: It wasn't Me!</p> <p>Hair Love by Vashti Harrison</p> | <p>Author Focus: Julia Donaldson</p> <p>Room on the Broom by Julia Donaldson</p> <p>Monkey Puzzle by Julia Donaldson</p> <p>The Gruffalo by Julia Donaldson</p> <p>The Gruffalo's Child by Julia Donaldson</p> <p>Stick Man by Julia Donaldson</p> <p>We're going on a Bear Hunt by Michael Rosen</p> <p>We're going on a leaf Hunt by Steve Metzger</p> | <p>George and the dragon by Chris Wormell</p> <p>Author Focus: Sue Hendra</p> <p>Supertato books by Sue Henra and Paul Linnet</p> <p>Supertato Spertato:Veggies Assemble</p> <p>Supertato: Run Veggies Run</p> <p>Supertato: Evil Pea Rules Supertato:</p> <p>Veggies in the Valley of Doom</p> <p>Supertato: Carnival CatastropPea!</p> | <p>J & the B Penguin illus.by C.Gledhill</p> <p>Superworm by Julia Donaldson</p> <p>The tiny seed by Eric Carle</p> <p>Egg Drop by Mini Grey</p> <p>The Odd Egg by Emily Gravitt</p> | <p>Don't disturb by R.Findlay</p> <p>Author focus: Roaring Rockets by Tony Mitton</p> <p>Super Submarine by Tony Mitton</p> <p>Brilliant Boats by Tony Mitton</p> <p>Dig Dig Digging by Tony Mitton</p> <p>Lost & Found by Oliver Jeffers</p> <p>Look up! By Nathan Bryon</p> | <p>Dear Zoo by Rod Campbell, Oi Dog by C Gray & K Gray</p> <p>Boogie Bear by David Walliams</p> <p>The Ugly Five by Julia Donaldson</p> <p>The Kaola who could By Rachel Bright and Jim Field</p> <p>Femi the Fox by Jeanette Kwakye</p> |
| <p>Communication & Language</p> | <p>Listening & Attention: Listen and respond for short whole class carpet sessions Listen and participate in small group sessions Introduce circle time object for children to pass around and take turns talking within a larger group Speaking: Practice requests necessary for school eg "Can I have a turn?" "I need the toilet"</p> | <p>Listening & Attention: Join in retelling stories with repetitive refrains in core stories Speaking: Act out and retell the stories using props and a story sack Play with words and sounds. Understanding: Develop understanding of prepositional words such as eg. over, under, through and</p> | <p>Listening & Attention: Join in retelling stories and build the core story Take part in a whole class story whoosh. Speaking: Children to present, explain and talk who their superheroes are and talk about what qualities makes a good superhero. Understanding: Understanding how we use a passport to travel.</p> | <p>Listening & Attention: To learn dances with instructional actions To sustain attention concentration for a performance Speaking: Talking about what we need for a plant to grow. Making lists with our friends in how we can plant a bean. Talk in length about the lifecycle of a butterfly. Understanding:</p> | <p>Listening & Attention: To listen and recall the main events of the story and retell the core stories. Retell the core story – pirate stew. Speaking: To talk about their holidays and share pictures on Tapestry To speak about ways to keep healthy and share their personal experiences.</p> | <p>Listening & Attention: Listening to different animals in their habitats Speaking: Present and explain where different animals might live. Explain the difference between a farm, a pet shop and a zoo. Asking and answering questions with their peers about their work.</p> |

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| | <p>Create a home language display in collaboration with parents. Play with sounds in words through phase one phonics songs and activities Understanding: Play games and songs with instructions eg. Simon says Practice transitions with key instructions eg. Now it's time for fruit Sequence the order of the day with the visual timetable Rhyme Time: <i>Create a bank of children's favourite and familiar rhymes</i> Name songs Hello & Good bye song Please & Thank you Time to Talk: Explore the story "Would you Rather" and "You Choose" Talking tables in small groups Language for Thinking Blanks Levels of Language questioning for Super Duper You</p> | <p>play games for children to use and respond to instructions with these words Answer who, what, where questions about the core texts. Rhyme Time: I see the wind I hear thunder What's the weather? <i>Christmas performance</i> Language for Thinking Blanks Levels of Language questioning</p> | <p>Understanding the role of a superhero. Generate questions for special visitor (Local hero) Rhyme Time: How to be a superhero. The superhero parade. I'm a superhero. If I could be a superhero. Story Telling: Act out the story "Traction Man" with props. Change parts of the story. P4C questions Language for Thinking Blanks Levels of Language questioning for the In Space Scene.</p> | <p>Children to generate questions about the topic – create a class KWL Begin to understand why and how questions Use and apply language related to measure Rhyme Time: Incey Wincey Spider Baby Bumblebee Worm at the bottom of my garden Baby butterfly Tiny Caterpillar on a Leaf Story Telling: Create stories about minibeasts on story maker and retell using story words P4C questions Language for Thinking Blanks Levels of Language questioning for jack climbing the beanstalk scene</p> | <p>To talk about what pirates might put in their stew. To role play with a partner in how pirates behave. To follow two – three part instructions when following their treasure maps. Rhyme Time: This is the way I'm a pirate Over the deep blue sea. Story Telling: Create stories about superheroes on story maker P4C questions Language for Thinking Blanks Levels of Language questioning for the pirate scene</p> | <p>To use the words 'because' accurately Understanding: Children generate questions about the topic – create a class KWL chart Rhyme Time: Walking in the jungle Down in the jungle How much is that doggy in the window Bingo was in name-o 5 little dogs Were going to the Zoo Story Telling: Create stories about animals and use story words and extend with adjectives P4C questions Language for Thinking Blanks Levels of Language questioning for a rainforest scene</p> |
| Role Play | Home Corner - Cafe Link children's own home lives through | Post office Prepare letter/ cards/ presents/ parcels to be | Mode of Transport Role Play | Garden Centre Sorting dairy, fruit, vegetables. Cash register to | Hospital/ dentist Look at the human body and skeleton. | Children to Vote and decide on an animal |

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| | <p>pictures/recipes foods from around the world. Look at different types of homes. Write shopping lists & read recipes. Key Vocabulary: iron, microwave, fridge, freezer, recipe, calendar,</p> | <p>sent around the world. Key Vocabulary: postal worker, stamps, weight, package, parcel, envelope, address, sender, receiver.</p> | <p>Children to decide and choose what they would like. Key Vocabulary: to be developed around children's choice of role play</p> | <p>pay for foods and shopping list to write before going to the garden centre Key Vocabulary: dairy, carbohydrates, protein, freezer, organic, cashier, conveyor belt, plants, growing</p> | <p>Taking X-Rays, administering medicine and writing prescriptions. Key Vocabulary: hygiene, statoscope, prescription, appointment, patient, monitor, injections</p> | <p>themed role play area ideas –</p> <ul style="list-style-type: none"> - Vet - Zoo - Pet shop - Puppy day care |
| <p>PSED School Values Ambition, Creativity, Courage, Empathy, Resilience, and Respect. MindUp! Gratitude Brain Breaks</p> | <p>Making relationships Play name games with children to get to know one another Share likes and dislikes. Use the text "We are all welcome" Role play 'conflict resolution' with children and equip them with language for turn taking and sharing Introduce the areas of the classroom and model how to play in the different areas Discuss pictures on Tapestry with the class, creating displays of the children in the different areas playing together Talking tables for children to get to know one another Understanding emotions Introduce red, blue, yellow and red zone to children. Encourage children to share experiences. Link to</p> | <p>Making relationships <i>Use a puppet who is new to the class to revise the class charter</i> <i>Play ring games together indoors and outdoors eg. Parachute games</i> <i>The Squirrels who Squabbled By Rachel Bright and Jim Field to explore sharing</i> <i>Play turn taking games in small groups</i> Understanding emotions Zones of Regulation Create social stories from pictures on Tapestry to link the zones of regulation and role play How our Brain Works: Introducing Brain Breaks. introducing the guard dog, the wise owl and the hippo. Diversity Month Activities to planned across the school</p> | <p>Making relationships Make a kindness chain in the classroom using the story "Be Kind" as a stimulus. Role play scenes of how to be kind eg. Helping someone when they fall. Understanding emotions Discuss how to get to the green zone. Practice a range of calming techniques and encourage children to choose the ones that they find works best for them. Road safety Use a social story to discuss how to keep safe on the road. Role play different scenes and talk about what you do if there is an emergency. Children's Mental Health Week A range of activities to take place across the school this week.</p> | <p>Making relationships Where the veggies in the Supertato series good friends why? What makes a good friend? What superpowers do good friends have. Create a list together. Sense of self What makes each one of us a superhero. What everyday super powers do we have. Link to the school values and share through stories and use of puppets. Understanding emotions Children to continue to build on their toolbox of techniques and strategies that help them to be calm. Explore the red zone and develop children's vocabulary. Discuss Evil Pea's character, why is he in the red zone? Why does he doe evil things? Mindup! Mindful Seeing, Mindful Smelling, Mindful Tasting</p> | <p>Making relationships Use the story "Meesha Makes Friend" to explore the theme of friendship Discuss the Giant in Jack and the Beanstalk how is he feeling? Listen to the story being retold from the Giant's perspective. Sense of self Explore the story "Along came a different" to discuss difference between us all. Learn the song "We are Amazing" talk about differences. Understanding emotions Explore the blue zone linked to the Giant. Expand on vocabulary for the blue zone. Talk about times children were sad and lonely. What can help? When you feel this way.</p> | <p>Making relationships Work collaboratively with a group to create their habitat box, sharing ideas and taking turns Begin to do activities with their new teacher to build up a relationship with new staff Talk about Acts of Kindness Doing something kind for someone else. How can we help our friends? How can we help our school? How can we help our wider community and wider world (adopting an endangered animal) Understanding emotions Explore the yellow zone and develop vocabulary for emotions within the yellow zone. Explore the story "Ruby's Worry" and create a</p> |

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| | <p>core stories and use of puppets. Introduce brain breaks Create a class Charter Discuss class promises and agree on them as a whole class.</p> | | | | | class worry box for children. |
| <p>Jigsaw x3 every half term</p> | <p>Being me in my world To know that we are similar and different but we belong together. To recognize feelings and know why is it good to be kind and use gentle hands. Explore what it means to make our school a good place to be and discuss everyone's right to play and learn.</p> | <p>Celebrating Difference Accept that everyone is different, include others when playing, know how to help someone when they are being bullied, try to use kind words, know how to give and receive compliments.</p> | <p>Dreams and goals Stay motivated when doing something challenging Keep trying even when it is difficult, Work well with a partner or in a group, Have a positive attitude, Help others to achieve their goals, working hard to achieve their own dreams and goals</p> | <p>Healthy Me Understand healthy balanced diets, being physically active, healthy friendships, know how to keep calm and deal with difficult situations.</p> | <p>Relationships Know how to make friends, try to solve friendship problems, help others to feel part of a group, show respect in how they treat others, know and show what makes a good friendship</p> | <p>Changing Me Understand that everyone is unique and special. Discuss respecting bodies. Understand and respect changes they see in themselves and other people.</p> |
| <p>Physical Education</p> | <p>Fundamental Movement Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Health & Self Care To make independent choices for school lunches and request foods they likes in the canteen</p> | <p>Balance Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Health & Self Care Talk about the changed in their body when engaging with exercise To look after their additional belonging for winter eg gloves, hats and scarves; to be able to take them</p> | <p>Gymnastics Physical ability Confidence Rolling Crawling Climbing</p> <p>Health & Self Care Children's Mental Health Week Begin to talk about physical changed in the body when discusses different emotions for the Zones of Regulation Children to explore ways of keeping a healthy brain and mind</p> | <p>Co-ordination Ball skills Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p> <p>Health & Self Care To talk about a healthy range of foods. Learn why it is important to make healthy food choices.</p> | <p>Penguin and Jellyfish Dance</p> <p>Health & Self Care To know a range of ways to keep healthy, to develop language through the hospital role play Children to learn the names of different organs in the body and learn more about human growth, change and development For children to learn about the importance of oral hygiene and</p> | <p>Multi skills and Athletics Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>Health & Self Care Children to know a range of ways to help them look after their</p> |

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| | <p>To carry their lunch tray independently and use cutlery to feed themselves</p> <p>To use the toilet independently in school and request the toilet when needed</p> <p>To put on aprons independently when choosing to play in the creative area or water tray</p> <p>To look after personal belongings by hanging their coat up and putting their book bag in their tray</p> <p>Learn to use equipment in the school's provision safely</p> <p>To wash and dry hands effectively</p> | <p>on and off and store them appropriately</p> <p>To know how to move and store equipment safely and take carefully considerations about risks they take when playing</p> | <p>as well as physical body</p> | <p>Learn how to sort food into food groups and how to make a balanced meal.</p> | <p>know how to brush their teeth effectively</p> | <p>emotional health by having a tool box of strategies to help regulate their own emotions. Preparing for change and transition.</p> |
| <p>Reading</p> | <ul style="list-style-type: none"> • Shared reading of the core stories • Children to bring in their favourite story to read • Create a "favourite stories" box as a class together • Newspapers, magazines, recipes books for the home corner • Phase 1 phonics teaching • Read Write Inc Set 1 | <ul style="list-style-type: none"> • Shared reading of the core stories • Reading Café begins • Story sacks & props for the Gruffalo • Non-fiction texts about seasons • Take home banded books begin • Make class book of children's own stories • Read Write Inc phonics | <ul style="list-style-type: none"> • Shared reading of the core stories • Reading Café • Story sacks & props for stories • Take home banded books • Share books and stories about places around the world • Make class book of children's own stories • Read Write Inc phonics • Library Trip | <ul style="list-style-type: none"> • Shared reading of the core stories • Reading Café • Story sacks & props for supertato • Take home banded books • Story Maker • Read Write Inc phonics • Library Trip | <ul style="list-style-type: none"> • Shared reading of the core stories • Reading Café • Story sacks & props for the Hungry Caterpillar • Take home banded books • Story Maker • Read Write Inc phonics • Library Trip | <ul style="list-style-type: none"> • Shared reading of the core stories • Reading Café • Story sacks & props for the Gruffalo • Take home banded books • Reading Buddies with Year 6 • Story Maker • Read Write Inc phonics • Library Trip |

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| | <ul style="list-style-type: none"> Take home "a book to share" | <ul style="list-style-type: none"> programme continues in groups Library Trip | | | | |
| Writing | <p>Writing Outcomes – All About Me</p> <p>Week 1 LO: To write my name/to draw and construct a self portrait</p> <p>Week 2 LO: To write a I can/I am sentence/I can write words to show who I am</p> <p>Week 3:LO: I can draw my family/I can write labels (labels of family drawing -Mum dad)</p> <p>Week 4: LO: I can describe my hair - words/labels/sentences</p> <p>Week 5: LO: I can write a book I am me (add into free flow)</p> | <p>Writing Outcomes – Once upon a time</p> <p>Week 1 LO: To write a list.</p> <p>Week 2 LO: To write a recipe for the gingerbread men and make your own gingerbread men.</p> <p>Week 3:LO: I make a lost poster for the gingerbread man.</p> <p>Week 4: LO: I can create an alternate ending for The Three Little Pigs.</p> <p>Week 5: LO: To write an invitation to a party.</p> <p>Week 6: To create an extended ending for a familiar fairytale story.</p> | <p>Writing Outcomes – Superheroes</p> <p>Week 1 LO: To create a passport.</p> <p>Week 2 LO: To label costumes that superheroes wear eg cape etc.</p> <p>Week 3:LO: To create a list.</p> <p>Week 4: LO: To invent stories – superheroes.</p> <p>Week 5: LO: To create mini rescue reports.</p> | <p>Writing Outcomes – Beans and Butterflies</p> <p>Week 1 LO: To create a list</p> <p>Week 2 LO: To plant a bean and to create a bean diary.</p> <p>Week 3:LO: To create character speech bubbles for 'Jack and the Beanstalk'.</p> <p>Week 4: LO: To create a butterfly diary.</p> <p>Week 5: LO: To write a butterfly description.</p> <p>Week 6: LO: To create an alternate story for The Very Hungry Caterpillar.</p> | <p>Writing Outcomes – Pirates</p> <p>Week 1 LO: To create a set of instructions.</p> <p>Week 2 LO: To create a wanted poster for a pirate.</p> <p>Week 3:LO: To create a diary.</p> <p>Week 4: LO: To create a storm description.</p> <p>Week 5: LO: To begin to write a pirate story</p> | <p>Writing Outcomes – If I had a.....</p> <p>Week 1: If I had a ...sentences</p> <p>Week 2: If I had a... book</p> <p>Week 3: Lists and instructions</p> <p>Week 4: Retelling a story</p> <p>Week 5: Rewriting a known story.</p> |
| Maths Mastery | <p>Developing Early Mathematical Concepts U1</p> <p>To classify objects and to sort them into sets. To match equal and unequal sets of objects using one-to-one correspondence. To compare objects by size.</p> | <p>Number withing 6 U3</p> <p>Recognise, count and order numbers; say which numbers are 'more or less'</p> <p>Addition and Subtraction within 6 U4</p> <p>Add two numbers by counting on. Subtract by taking away.</p> | <p>Numbers withing 10 U7</p> <p>Recognise, count and order numbers; say which numbers are 'one more or one greater' 'one fewer or one less'. Apply knowledge of 10 to solve mathematical problems</p> | <p>Numbers within 15 U11</p> <p>Recognise, count and order numbers; estimate and compare groups of objects.</p> <p>Doubling and Halving U12</p> <p>Solve problems and explore the relationship between</p> | <p>Securing addition and subtraction facts U14</p> <p>Commutativity Explore addition and subtraction. Compare two amounts</p> <p>Number patterns withing 20 U15</p> | <p>Money U17</p> <p>Recognise and use everyday language related to money</p> <p>Measure U18</p> <p>Compare objects and quantities, solve size, weight and capacity problems</p> |

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| | <p>To compare sets without counting. To order objects according to size. To orders sets without counting.</p> | <p>Describe the direction on a number track when adding or subtracting.</p> <p>Measure U5 Ordering objects by size. Compare capacity and weight. Estimating and exploring length.</p> <p>Shape and Sorting U6 Describe and sort the properties of 3-D shapes. Use 3-D shapes create a variety of stable structures. Describe the position of an object or person using mathematical vocabulary. Follow instructions related to positional language</p> | <p>Calendar and Time U8 Use everyday language to discuss time, days of the week and seasons. Sequence events and record periods of time.</p> <p>Addition and Subtraction within 10 U9 Add two numbers by counting on. Subtract by taking away. Describe the direction on a number track when adding or subtracting. Explaining what happens when we add or take away from zero.</p> <p>Grouping and Sharing U10 Solve practical problems involving equal and unequal groups. Explore counting in steps of 2.</p> | <p>doubling and halving</p> <p>Shape and Pattern U13 Describe 2D shapes and create patterns. Begin to describe 3D shapes.</p> | <p>Count up to 10 and beyond with objects. Represent, compare and explore numbers to 20. One more or fewer.</p> <p>Number patterns beyond 20 U16 One more one less. Estimate and count. Grouping and sharing.</p> | <p>Explorations of pattern within number U19 Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards</p> |
| <p>Mastering Number</p> | <p>Subitising Perceptually subitise within 3 Identify sub-groups in larger arrangements Create their own patterns for numbers within 4 Practise using their fingers to represent Experience subitising in a range of contexts</p> | <p>Subitising Continue from first half-term Subitise within 5, perceptually and conceptually, depending on the arrangements.</p> <p>Cardinality, ordinality and counting continue to develop their counting skills</p> | <p>Subitising increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a</p> | <p>Subitising explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</p> <p>Cardinality, ordinality and counting continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with</p> | <p>Subitising continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are</p> | <p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p> |

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| | <p>Cardinality, ordinality and counting relate the counting sequence to cardinality opportunities to develop their knowledge of the counting sequence opportunities to develop 1:1 correspondence opportunities to develop an understanding that anything can be counted explore a range of strategies which support accurate counting.</p> <p>Composition see that all numbers can be made of 1s compose their own collections within 4.</p> <p>Comparison understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.</p> | <p>explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count.</p> <p>Composition explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5.</p> <p>Comparison compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p> | <p>small group and '1 more' continue to match arrangements to finger patterns. , continue to develop verbal counting to 20 and beyond</p> <p>Cardinality, ordinality and counting continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number.</p> <p>Composition continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'.</p> <p>Comparison continue to compare sets using the language</p> | <p>the counting pattern beyond 20.</p> <p>Composition explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10.</p> <p>Comparison compare numbers, reasoning about which is more, using both an understanding of the 'how manyness' of a number, and its position in the number system.</p> | <p>similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised.</p> <p>Cardinality, ordinality and counting continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting.</p> <p>Composition explore the composition of 10.</p> <p>Comparison order sets of objects, linking this to their understanding of the ordinal number system.</p> | |
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| | | | of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal. | | | |
| <p>Understanding of the World Science</p> <p>Developing Experts</p> <p>See Rocket Words</p> <p>Forest School</p> | <p>Our Body Learn about your body parts: the arms, legs and chest, hands, feet, eyes, nose, ears, mouth and hair. Discover how our bodies change. Explore our similarities and how we are all unique. How human's grow and change. Focus on oral hygiene. <i>Linked Stories: "What happened to you" By James Catchpole</i></p> <p>Animals Learn that animals are living things. Discover where animals live and what they need to survive. Explore where birds live. Learn about farm animals.</p> <p>Materials The three little pigs. Why did the house blow down? Which material is best and why? Build a new</p> | <p>Weather and Seasons Learn about rain, ice and water. Describe why the air moves. Explore snow and melting. Discover how rainbows are formed. Learn about the seasonal changes that happen in Spring and Summer. Learn about the seasonal changes that happen in Autumn and Winter.</p> <p>Insects and Invertebrates Learn about insects and invertebrates. Discover where insects and invertebrates live. Observe them in their habitats. Describe what a habitat is.</p> <p>Environmental Awareness <i>Rocket Says Clean Up!</i> Through this story discuss the importance of look after our environment. What do</p> | <p>Space Explore outer space. Discover why rockets are important.</p> <p>Forces Understand what happens when you push or pull something. Explore objects that sink and float.</p> <p>Machines Explore different types of machines and mechanisms. Learn how machines make jobs easier. Discover different types of transport.</p> <p>Science skill focus: predicting Friction train. Using ramps test out different materials attached to the ramp (bubbles wrap, tinfoil) mark how far the train travels each time. Record and evaluate your findings.</p> | <p>Food Learn about your diet and how to stay healthy. Explore different types of vegetables. Discover different types of fruit. Learn about chicken and eggs. Discover that cows produce milk. Examine different ingredients and then weigh them to make a mixture.</p> <p>Science skill focus: observing Evil Pea has frozen some of our toys how can we get them out? Observing the frozen Balloons closely. Talk about melting, freezing and changes in materials. Can we speed it up or slow it down? What would happen if?</p> <p>Science Week Selection of experiments chosen with the children</p> | <p>Plants Discover that plants are living things. Learn about plants and where they come from. Explore how to look after plants.</p> <p>Life Cycle: Butterfly: observe caterpillars in class From Egg to Chicks</p> <p>The Senses Learn about the senses. Explore ways to make sounds.</p> | <p>Environmental Awareness <i>Boogie Bear</i> Through this story begin to explore the idea of global warming and endangered animals. Discuss the affects of our actions on the environment.</p> <p>Science skill focus: classifying Investigating magnets. Classify objects as magnetic or non-magnetic</p> <p>Light and Dark Learn about different types of light sources. Experiment with lenses and creating shadows.</p> |

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| | house for the three little pigs. | the clean up crew do and why? | | | | |
| People, Culture and Communities | <p>Transitions Talking about starting school and making friends. Explore through the core story "We are all Welcome"</p> <p>All About Us Share about ourselves. Talk and celebrate our similarities and differences.</p> <p>Ancestry and origins Create map display and involve parents in making home languages "welcome" display</p> <p>Black History Month</p> <p>Geography Looking at building in the local area. Making observations of the characteristics and features of places. Discussing how environments in stories and images are different to the environment they live eg. Looking at urban and rural homes and buildings.</p> | <p>Special Events Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> ➤ Birthdays ➤ Fireworks night ➤ Halloween ➤ Diwali ➤ Christmas ➤ Hanukkah <p>Cooking Femi the fox makes a pot of Jollof Rice. Where does Jollof Rice come from? What foods do we eat at home?</p> <p>Geography Develop language for spatial awareness and directions through the core stories "going on a bear hunt" Early map making linked to the role play for the post office and getting deliveries ready. Read "The Jolly Postman" By Janet Allan Ahlberg</p> | <p>Special Events Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> ➤ Birthdays ➤ New Year ➤ Lunar New Year ➤ Valentines Days <p>Geography Making maps; linked to Supertato story Veggies in the Valley of Doom.</p> | <p>Special Events Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> ➤ Birthdays ➤ Mother's Day ➤ St Patrick's Day <p>Dance around the World Look at different types of dance around the world, invite visitors to demonstrate. Learn some traditional dances.</p> <p>Geography Around the World Plan a pretend holiday? What is it like in different parts of the world. Children to share any experiences of travelling. Where did they go? What did they see? What did they eat? Share pictures and videos from their trip. Use google maps to explore.</p> | <p>Special Events Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> ➤ Birthdays ➤ St.George's Day ➤ Ramadan & Eid <p>Cooking Cook some traditional foods for Eid celebration</p> <p>Carnival Learn about carnival around the world. This is a celebration of fun and colour where all are welcome to celebrate together.</p> <p>Geography Introduce and examine a Globe. Know the difference between the land and the ocean.</p> | <p>Special Events Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> ➤ Birthdays ➤ Father's Day ➤ Sports Day <p>Geography Read "Martha Maps it out" Make maps of the school to navigate around the school as part of transition.</p> |

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| | <p>My favourite Places Think about significant places that are close to our home and form part of our community. Map them out in relation to the school.</p> | | | | | |
| <p>Past and Present</p> | <p>Growth and Change How humans grow and change. To begin to recognize the order of events.</p> <p>Important people in the community Identify important people and roles in the community and create a community token to say thank you</p> | <p>Life now and long ago Learning and acting out the Christmas story. Comparing life now and then. Begin to identify some toys from the past.</p> <p>Black History Month: Explore the Little Leaders collection</p> | <p>Important figures: Learn about Amelia Earhart.</p> <p>Local area now and long ago Visit the Docks – Greenland. Local history. Play Spot the difference.</p> | <p>Life now and long ago Learn about what life was like when your grown ups were at school. Compare school now and then. Sort photographs</p> <p>London History Day Events.</p> | <p>Important figures: St. George's Day: Learn about the Royal Family</p> | <p>Important figures: Learn about the work of David Attenborough. Learn about other jobs that are related to animal conservation and protection.</p> <p>Creatures long ago Learn about dinosaurs that lived on Earth (developing experts)</p> |
| <p>Creating with Materials</p> <p>Art Club lessons from Kapow</p> | <p>Painting and colour Experiment with colour mixing.</p> <p>Drawing My family & things that are important to me</p> <p>Mechanisms Building traps for the ginger-bread man.</p> <p>Art Club: Drawing: Marvellous marks. Exploring mark making through different drawing materials. Beginning to draw from</p> | <p>3D work Make a clay tea light for Diwali. Making Christmas decorations: salt dough</p> <p>Painting and colour Create Fireworks pictures using different art materials eg. Blow paint, oil pastels, glitter, chalks.</p> <p>Drawing Draw your own "terrible creatures" like the Gruffalo</p> <p>Textiles and texture</p> | <p>3D work Children work in small groups to make something that can fly, something that can sail, something that can go on land. Junk modeling different modes of transport.</p> <p>Painting and colour Experiment with colour mixing.</p> <p>Drawing Modes of transport; create your own design</p> <p>Art Club:</p> | <p>Printing Vegetable printing. Use of repetitive patterns. Learn about Andy Warhol.</p> <p>Textiles and texture Make a potato superhero using a variety of tools and techniques. Design a cape for Supertato.</p> <p>Drawing Draw and design a superhero costume</p> <p>Art Club: Craft and design: Let's get crafty. Developing cutting, threading, joining and</p> | <p>Drawing Observational drawings of plants and flowers.</p> <p>Pattern Simple symmetry of butterflies</p> <p>Textiles and texture Leaf and flower mosaics and collages.</p> <p>Study Eric Carle's illustrations</p> <p>Painting and colour Investigate using natural materials for painting eg tea bags, flowers and spices.</p> | <p>Textiles and texture Look an animal patterns and textures to create a model of your own chosen animal.</p> <p>3D work Creating shoe box habitats for animals around the world.</p> <p>Drawing Draw scenes of your favourite habitats</p> <p>Art Club: Sculpture and 3D: Creation station.</p> |

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| | observation using faces and self-portraits as a stimulus. | Create textured scenes from the bear hunt using natural objects Art Club: Painting and mixed media: Paint my world. Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed media, making collages and transient art. | Craft and design: Let's get crafty. Developing cutting, threading, joining and folding skills through fun, creative craft projects. | folding skills through fun, creative craft projects. | Structures Design and build a bug hotel. Art Club: Sculpture and 3D: Creation station. Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures. | Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures. |
| Design and Technology | Weekly outdoor provision through the year Focus: Mechanisms Building Traps for the Ginger Bread Man | Weekly outdoor provision through the year Focus: Structures Designing and building shelters | Weekly outdoor provision through the year Focus: Mechanisms How do wheels work? | Weekly outdoor provision through the year Focus: Textiles Design a cape for Supertato | Weekly outdoor provision through the year Focus: Structures Design and build a Bug Hotel | Weekly outdoor provision through the year Focus: Nutrition Making Salads (sweet and savoury) |
| Music | Tuning and Timing Unit Aim: To develop children's ability to sing in a group and alone with reasonable tuning and timing. | Tuning and Timing Unit Aim: To develop children's ability to sing in a group and alone with reasonable tuning and timing. | All by myself Unit Aim: To develop children's ability to tap, play and move to a pulse and begin to recognise high/low pitches. | All by myself Unit Aim: To develop children's ability to tap, play and move to a pulse and begin to recognise high/low pitches. | Its all in the head Unit Aim: To develop children's ability to use thinking voice/internalisation of sound. | Its all in the head Unit Aim: To develop children's ability to use thinking voice/internalisation of sound. |

Year 1 Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| English | <p>Whatever Next!</p> <p>Stories with familiar settings, thought bubbles, lists, post card, re-writing, Role play, new version</p> <p><i>Conjunctions</i> <i>Punctuation, simple sentences</i></p> <p>Whatever Next! Jill Murphy My Friend Bear J Alborough Space Boy by Leo Landry The way back home by Oliver Jeffers, Man on the Moon by Simon Bartram</p> | <p>Little Red Hen</p> <p>Setting, Story Map, Retelling a familiar story Inventing new version, Instructions for making bread</p> <p>Instructions Card, decoration, reindeer food, Nativity</p> <p>The little red hen – many versions Handa's Surprise E Browne Oliver's vegetables V French The Little red hen</p> | <p>Toys</p> <p>Chronological and Non-chronological reports,</p> <p><i>Capital Letters and Full stops</i></p> <p>Lost in the Toy Museum David Lucas A bear called Paddington Micheal Bond Dogger Shirley Hughes Old Toys, Homes in the Past Where's Woody? Kirsten L Depken Toys and games Sarah Ridley</p> | <p>Princess Smarty-pants Rumpelstiltskin</p> <p>Riddles / Clues, Retelling a familiar tale, Character description, <i>Speech, Question Marks</i></p> <p>Bingo Lingo: Phonics reading unit</p> <p>Traditional Fairytales (Hopscotch series)</p> <p>If you go down to the woods tonight</p> | <p>The Smartest Giant in Town</p> <p>Story Map, Letter Writing, Re-telling of story</p> <p><i>-est, adjectives</i></p> <p>Julia Donaldson author focus - Squash and a Squeeze Room on the Broom The Jolly Postman A Ahlberg Grandad's secret Giant David Litchfield</p> <p>Buckingham Palace AA Milne</p> | <p>Where the Wild Things Are Maurice Sendak</p> <p>Stories from imaginary worlds, adventure stories, Setting description, retelling invention.</p> <p><i>Precise nouns</i> <i>Past Tense</i> <i>Question Marks</i></p> <p>Where the Wild Things Are Maurice Sendak Aliens/Monsters Loves Underpants by C Freedman and Ben Cort</p> <p>There's a Monster in</p> |

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| | Twinkle Twinkle Little Star | makes a Pizza P sturges Mr Wolf's Pancakes J Fearnely Little Wolf's Book of Badness I why brow | Teddy bear Teddy bear turn around | | | my Closet by Susan Burd |
| Maths | <p><u>Numbers to 10</u> Count, read, write, identify, represent, double and half, and use comparative language.</p> <p><u>Addition and subtraction within 10</u> Represent and use number bonds; read, write, interpret, represent and solve.</p> <p><u>Shapes and patterns</u> Recognise common 2-D and 3-D shapes; describe position, direction and movement.</p> | <p><u>Numbers to 20</u> Count, read, write, identify, represent, double and half, and use comparative language.</p> <p><u>Addition and subtraction within 20</u> Augmentation and reduction. Represent and use number bonds; read, write, interpret and solve one-step problems.</p> | <p><u>Time</u> Tell the time to the hour and half-past the hour; solve practical problems for time.</p> <p><u>Exploring calculation strategies within 20</u> Represent and use number bonds; use concrete and pictorial representation to solve one-step problems</p> <p><u>Numbers to 50</u> Count, read, write, identify, represent in numerals and words; recognise place value.</p> | <p><u>Adding and subtracting within 50</u> Represent and use number bonds; read, write, interpret and solve one-step problems.</p> <p><u>Fractions</u> Recognise, find and name a half and a quarter as one of two or four equal parts respectively.</p> <p><u>Measures (1): Length and weight</u> Compare, describe, measure, record and solve practical problems.</p> | <p><u>Numbers 50 to 100 and beyond</u> Count from a given number in 1s, 2s, 5s and 10s; represent, identify and estimate numbers; recognise place value.</p> <p><u>Adding and subtracting within 100</u> Represent and use number bonds; read, write, interpret and solve one-step problems.</p> <p><u>Money</u> Recognise and value coins and notes; solve one-step addition/subtraction problems.</p> | <p><u>Multiplication and division</u> Solve one-step problems using concrete and pictorial representations and arrays.</p> <p><u>Measures (2):</u> Capacity and volume Compare, describe, measure, record and solve practical problems.</p> |
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Key Stage 1



Biology: Animals including humans - animals

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

Animals including humans – all about me

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Chemistry: Exploring everyday Materials 1

Distinguish between an object and the material from which it is made

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Describe the simple physical properties of a variety of everyday materials

Compare and group together a variety of everyday materials

Chemistry: Exploring everyday Materials 2

Distinguish between an object and the material from which it is made

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Biology: Plants

Identify and name a variety of common and wild and garden plants, including deciduous and evergreen trees

Identify and describe the basic structure of a variety of common flowering plants, including trees

Seasonal Changes

Observe changes across the four seasons

Observe and describe weather associated with the seasons and how day length varies.

Working scientifically

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| | | | on the basis of their simple physical properties | | | |
| Computing | <u>Computing systems and networks</u> Technology around us Recognise common uses of information technology beyond school. | <u>Creating media</u> Digital painting Use technology purposefully to create, organize, store, manipulate, and retrieve digital content | <u>Programming A</u> Moving a robot Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions | <u>Data and information</u> Grouping data Use technology purposefully to create, organize, store, manipulate and retrieve digital content | <u>Creating media</u> Digital writing Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | <u>Programming B</u> Programming animations Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions Create and debug simple programs |
| | Geography | | What is it like here? Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and conduct an enquiry about how to improve their playground. | | What is the weather like in the UK? Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather | |

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| | | | | maps with a simple key. | | features of Shanghai to features in the local area and make a simple map using data collected through fieldwork. |
| History | <p>Key Individuals Moon Landing Neil Armstrong Lives of historical figures, including comparisons of those from different periods.</p> <p>Key individuals Events of local importance Black History Month Studying a significant individual to mark an event. Dr Maggie Aderin-Pocock's (Black British space scientist)</p> | | <p>Toys now and in the past Changes in living memory (linked to aspects of national life where appropriate) -Introduce key vocabulary -Compare and contrast old and new toys -Identify similarities and differences -Chronologically order toys/events</p> | | <p>Local history unit: Surrey portal of Rotherhithe tunnel (list number: 1385849) - local history walk looking at local heritage sites - Compare and contrast maps of local area to an aerial photograph - Create models local heritage site - Create a map of the local area of Rotherhithe</p> | |
| | Big Question: What does it mean to belong? | | | | | |
| RE | How do you belong to Christianity? | How do Christians celebrate Christmas? | How do you belong to Hinduism? | How do you belong to Islam? | How do you belong to Sikhism? | How do you live well? |
| PSHE/S | <p><u>First Week Back</u> Mind up: Getting Focused Lesson 1: How our Brain Works</p> <p><u>Being Me in My World</u> -Special & Safe</p> | <p><u>Celebrating Difference</u> -Discussing similarities and differences and what makes us unique and special. -Learning about</p> | <p><u>Dreams and Goals</u> -Setting simple goals, how to achieve them and overcoming difficulties when they try.</p> | <p><u>Healthy Me</u> -Recognise healthy and unhealthy choices and how these make us feel. - Discuss importance of hygiene, keeping</p> | <p><u>Relationships</u> -Exploring friendships. -Understanding how to treat others with respect.</p> | <p><u>Christopher Winter Project</u> (SRE and Drugs & Alcohol Education)</p> <p><u>Growing and Caring for ourselves:</u> Lesson 1: Different Friends</p> |

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| | <p>-Rights & Responsibilities</p> <p>-Rewards & Consequences</p> | <p>bullying, how it feels and who to ask for help.</p> <p>-Discuss friendships, differences, and the importance of being kind.</p> | <p>-Recognising feelings associate with facing obstacles.</p> <p>-Discuss partner working and how to do this well.</p> | <p>clean and that germs will make us unwell.</p> <p>-Learn about road safety and people who can help us stay safe</p> | <p>-Exploring ways to help myself and others when feeling upset.</p> | <p>Lesson 2: Growing and Changing</p> <p>Lesson 3: Families and Care</p> |
| Art & Design | <p><u>Drawing: Make your mark</u></p> <p>Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.</p> <p>Outcomes: Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p> | | <p><u>Painting and mixed media: Colour Splash</u></p> <p>Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p> <p>Outcome: Clarice Cliff style plate</p> | | <p><u>Craft and Design: woven wonders</u></p> <p>Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.</p> <p>Outcome: Weaving</p> | <p><u>Sculpture and 3D: Paper play</u></p> <p>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures</p> <p>Outcome: 'Wild Thing' sculpture</p> |
| Design | | <p>Textiles</p> <p><u>Puppets of the Little Red Hen characters</u></p> <p>Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating. Linked to Little Red Hen.</p> | | <p>Mechanisms</p> <p><u>Designing and building a moving vehicle.</u></p> <p>Learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle. Linked to</p> | | <p>Cooking and Nutrition</p> <p><u>Make a smoothie</u></p> <p>Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and (maybe) accompanying packaging.</p> |

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| | | | | Princess Smartypants and what her car would be like. | | |
| MUSIC | <u>Sounds Interesting</u> | | <u>The long and the short of it</u> | | <u>Exploring Pulse and Rhythm</u> | |
| | Unit Aim: To develop children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus. | | Unit Aim: To develop children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound. | | Unit Aim: To develop children's ability to recognise and play rhythms from known songs with a sense of pulse. | |
| PE | Dance <ul style="list-style-type: none"> make a shape hold it and move about in that shape dance with an object/pretend to dance with an object to communicate an idea move to the rhythm of the music | Invasion Games Throwing Aiming at a target | Multi Skills Fundamental Movement Balance Master basic movements such as running, jumping | Invasion Games Basketball | Net Games – Using a Racket | Athletics Sports day Preparation |
| | Basics Fundamental movements and skills (recap the ABCs) Effort Physical Ability | Athletics Technique Effort Confidence | Gymnastics Feedback Analysis Technique | Invasion skills Resilience Physical ability Confidence | Striking & Feilding skills (Cricket) Technique Confidence Rules Sports Day prep Feedback Rules Confidence | Multi Skills Coordination Agility Rules Master basic movements such as throwing and catching |

Year 2 Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| English | <p>Seaside: Lighthouse Keeper's Lunch / Sally and the Limpet</p> <p><i>Character description, Informal letter writing, Retelling of traditional story</i></p> <p>Past tense, Conjunctions</p> <p>The Magic Finger R Dahl Lighthouse Keeper's Lunch R & D Armitage Sally and the Limpet Simon James Little Leaders: Bold Women in Black History Vashti Harrison</p> <p>Poor old lady by Anon</p> | <p>Owl Babies / Fox babies</p> <p><i>Character description, Identifying sequence of events, Adapted new version of the story</i></p> <p>Recount journey</p> <p>How to catch a star <i>Setting description, Character description</i></p> <p>Conjunctions, Adjectives</p> <p>The Owl who was afraid of the dark Jill Tomlinson</p> <p>The diary of a Killer Cat Anne Fine Oliver Jeffers focus: Lost and Found The way Back Home Up and Down Stuck The days the Crayons Quit</p> <p>The Owl and the Pussycat by Edward Lear</p> | <p>The Great Fire of London</p> <p><i>Explanation text, non-fiction reports, Conjunctions, question mark</i></p> <p>The Great Fire of London (How Do We Know About?) Deborah Fox The Great Fire of London by Emma Adams and James Weston Lewis The Great Fire of London (Watts Great Events Books) Toby and the great Fire of London M Nash & J Cope</p> <p>London's Burning Guess by Berlie Doherty (fire poem BBC)</p> | <p>All about animals</p> <p><i>Non-chronological report</i></p> <p>Bullet points, Headings, Subheadings, Paragraphs</p> <p>Recount</p> <p>Recount of trip</p> <p>Fantastic Mr Fox R Dahl PM Readers on Owls, bats, foxes and badger The Giraffe, Pelly and Me Roald Dahl The first Encyclopaedia of Animals Usborne</p> | <p>The Pea and the Princess</p> <p><i>Diary Writing, Letter Writing, Setting description, Character description, Re-telling of story</i></p> <p>Speech, Adjectives and Adverbs, Past tense</p> <p>The Pea and the Princess by Mini Grey The Princess and the pea Lauren Child</p> | <p>How to train a Dragon</p> <p><i>Setting description, Character descriptions, Traditional story</i></p> <p>Magic 3, Alliteration expanded noun phrases, commas, past tense, dialogue</p> <p>Dragon Poems by J Foster & K Paul How to Train A Dragon 1 Cressida Cowell + set George and the Dragon Christopher Wormell</p> <p>The Dragon who ate our school by Nick Toczek (BBC BITESIZE)</p> |

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| <h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Maths</h1> | <p><u>Numbers within 100</u> Use place value and number facts to solve problems; identify, represent, compare and order numbers.</p> <p><u>Add and subtract 2-digit numbers</u> Build addition/subtraction facts/methods to 100; understand commutativity.</p> <p><u>Addition and subtraction word problems</u> Solve problems using concrete and pictorial representations to develop mental and written methods; recognise inverse relationships of operations.</p> | <p><u>Measuring length</u> Understand appropriate units of measure (cm, m); compare and order; read scales to 100.</p> <p><u>Graphs</u> Interpret and construct tables, tally charts, pictograms and block diagrams; ask/answer questions about totaling and comparing data.</p> <p><u>Multiplication and division by 2, 5 and 10</u> Calculate mathematical statements; understand commutativity; solve problems using concrete, pictorial, written and mental methods.</p> | <p><u>Fractions</u> Recognise, find, name and write simple fractions of objects and quantities; recognise equivalences between fractions</p> <p><u>Time</u> Tell and write the time to five minutes; compare and sequence intervals of time.</p> <p><u>Addition and subtraction of 2-digit numbers (regrouping and adjusting)</u> Solve problems involving numbers, quantities and measures; estimate and check calculations.</p> | <p><u>Money</u> Recognise units symbols (£, p); explore combinations of money; solve simple problems, including giving change.</p> <p><u>Faces, shapes and patterns; lines and turns</u> Identify and describe properties of 2-D and 3-D shapes; compare and sort common shapes and objects; describe position and movement in mathematical language</p> | <p><u>Numbers within 1000</u> Use, identify and represent place value and number facts to solve problems; compare, read, write and order numbers.</p> <p><u>Measures: capacity and volume</u> Understand appropriate units of measure; compare and order; read scales to 1000.</p> <p><u>Measures: mass</u> Understand appropriate units of measure; compare and order; read scales to 1000.</p> | <p><u>Exploring calculation strategies</u> Add/subtract numbers mentally and using formal written methods</p> <p><u>Multiplication and division by 3 and 4</u> Recall and use facts for the 3 and 4 times tables; calculate mathematical statements; solve problems using concrete, pictorial, written and mental methods.</p> |
| | <h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</h1> | <p>Biology: Plants</p> <p>Observe and describe how seeds and bulbs turn into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to</p> | <p>Biology: Living things and their habitats – habitats around the world</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> | <p>Chemistry: Materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> | <p>Biology: Living things and their habitats</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most</p> | <p>Biology: Animals, including humans 2 – Life Cycles</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> |

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| | <p>grow and stay healthy</p> | <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> | <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> | <p>living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> | | <p>humans of exercise, eating the right amounts of different types of food, and hygiene</p> |
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| <h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</h1> | <p><u>Computing systems and networks</u></p> <p>IT around us Recognise common uses of information technology beyond school.</p> | <p><u>Creating media</u></p> <p>Digital photography Use technology purposefully to create, organize, store, manipulate, and retrieve digital content</p> | <p><u>Programming A</u></p> <p>Robot algorithms Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> | <p><u>Data and information</u></p> <p>Pictograms Use technology purposefully to create, organize, store, manipulate and retrieve digital content</p> | <p><u>Creating media</u></p> <p>Digital music Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> | <p><u>Programming B</u></p> <p>Programming quizzes Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> |
| | <h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</h1> | | <p>What is it like to live by the coast? Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.</p> | | <p>What makes our natural world wonderful? Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area.</p> | |

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| History | <p>Victorian Seaside Changes in living memory (linked to aspects of national life where appropriate) -Look at how British holidays have changed over time (changes within living memory)</p> <p>Key individuals Martin Luther King (democracy P4C link) Lives of historical figures, including comparisons of those from different periods.</p> | | <p>Great Fire of London -Understand how we can ask questions and find out about events of the past Gunpowder plot Individual Study: Guy Fawkes - Who was Guy Fawkes? - Why do we remember him?</p> | | <p>Local history unit: Field Trip Church of St Mary (list number: 1385867)</p> <p>- local history walk looking at local heritage sites - Compare and contrast maps of local area to an aerial photograph - Create models local heritage site - Create a map of the local area of Rotherhithe</p> | |
| | Big Question: Can stories change people? | | | | | |
| RE | Forgiveness | Special Books | Special Foods and Fasting | How do we know Easter is coming? | Where does the world come from? | Why did Jesus Tell Stories? |
| | <p>First Week Back Mind up: Getting Focused Lesson 1: How our Brain Works</p> <p>Being Me in My World</p> <p>-Understanding what it means to belong.</p> <p>-Understanding what it means to feel safe and happy in my class.</p> | <p><u>Celebrating Difference</u></p> <p>-Discussing gender stereotypes, differences and similarities between boys and girls.</p> <p>-Identifying feelings associated with bullying and where to seek help.</p> <p>-Exploring friendships and differences.</p> | <p><u>Dreams and Goals</u></p> <p>-Setting realistic goals and understanding the steps to achieve them.</p> <p>-Discussing perseverance and recognising strengths and difficulties as a learner.</p> <p>-Sharing success with other people.</p> | <p><u>Healthy Me</u></p> <p>-Learn about healthy food and making healthy choices.</p> <p>-Identifying things that make you relaxed and stressed.</p> <p>-Discussing what medicines are and how to use them safely.</p> | <p><u>Relationships</u></p> <p>Discussing roles and responsibilities in a family and the importance of cooperation, appreciation, and trust.</p> <p>-Learn and practise strategies for conflict resolution.</p> <p>-Understanding the importance of trust in</p> | <p><u>Christopher Winter Project</u> (SRE and Drugs & Alcohol Education)</p> <p><u>Differences:</u> Lesson 1: Differences Lesson 2: Male and Female Animals Lesson 3: Naming Body Parts</p> |
| PSHE/SMSC | | | | | | |
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| | -Understanding rights and responsibilities. | | | | relationships. -Discussing how to seek help if they are worried or scared. | |
| Art & Design | <p><u>Drawing: Tell a story</u></p> <p>Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.</p> <p>Outcome: illustrations for core text</p> | | <p><u>Painting and mixed media: Life in colour</u></p> <p>Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.</p> <p>Outcome: Collage of fire of London</p> | | <p><u>Sculpture and 3D: clay houses</u></p> <p>Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.</p> <p>Outcome: Clay tile of a castle</p> | <p><u>Craft and Design: map it out</u></p> <p>Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.</p> <p>Outcome: Map of how to get to Dragon's cave</p> |
| Design Technology | | <p>Textiles</p> <p><u>Pouches/ sewing/ learning to use a running stitch to join two pieces of fabric</u></p> <p>Learn how to sew a running stitch ready to design, make and decorate a pouch using a template. Linked to Owl Babies.</p> | | | <p>Structures</p> <p><u>Designing a chair for the Princess.</u></p> <p>Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use. Linked to Princess and the Pea.</p> | <p>Cooking and nutrition</p> <p><u>Develop a health wrap</u></p> <p>Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap.</p> |

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| Music | <u>Taking Off - Exploring Pitch</u> | | <u>What's the score?</u> | | <u>Exploring Pulse and Rhythm</u> | |
| | Unit Aim: To discriminate between higher and lower sounds and understand the soh/me interval | | Unit Aim: To develop children's ability to recognise different ways sounds are made and how they can be changed. | | Unit Aim: To develop children's ability to read and play rhythm phrases confidently and explore the mood of recorded music. | |
| PE | Dance <ul style="list-style-type: none"> • mirror movements • choose movements to add together to make a dance • talk about how music and dancing makes them feel • say what they like about their own and other's movements | Invasion Games Throwing Aiming at a target | Multi Skills Fundamental Movement Balance Master basic movements such as running, jumping | Net Games – Using a Racket | Athletics Sports day Preparation | Invasion Games Basketball Attack vs Defence |
| | Fundamental movements and skills (Able to apply the ABCs with fluency in a range of activities) Feedback Confidence Technique | Invasion skills Problem Solving Leadership Confidence Understanding | Gymnastics Feedback Analysis Technique Physical ability | Orienteering Problem Solving Responsibility Understanding Rules | Athletics Technique Effort Confidence Physical ability Sports Day prep Rules Confidence | Net & Wall skills (Cricket/tennis) Technique Confidence Rules |

Year 3 Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| English | <p>Princess Smartypants</p> <p><i>Retelling a traditional story, adverts, Character description</i></p> <p>Commas in lists, past tense, synonyms for said, FANBOYS</p> <p>The Giving Tree <i>Play scripts</i> Speech, Adverbs</p> <p>Princess Smartypants by Babette Cole Revolting Rhymes Roald Dahl Don't cook Cinderella F Simon Prince Cinders B. Cole Princes Grace Mary Hoffman The Frog Prince Fairy tale twists Katie Dale and Matt Buckingham The Giving Tree Shel Silverstein</p> <p>The King's breakfast By A A Milne I am a princess by Roger Steven The arrow and the</p> | <p>Fables and Trickster Stories Anansi stories</p> <p><i>Retelling a known fable, Writing an original fable using film</i></p> <p>Adjectives, Precise Nouns</p> <p>Anansi The Spider by Gerald McDermott Anansi Stories by Lynne Garner Lion and the Mouse by Jerry Pinkney Anansi The trickster Spider Lynne Garner The Lion and the Mouse Jerry Pinkney The Lion and the Mouse, Narrated by the Timid But Truthful Mouse (Other Side of the Fable) (For GD)</p> <p>The Magic Box by Kit Wright (BBC BITESIZE Poetry videos)</p> | <p>Ancient Egyptians</p> <p><i>Report writing, Non-chronological report, Instructions, Myths and Legends, Dialogue writing, adventure stories,</i></p> <p>Relative clauses, Imperative Verbs</p> <p>DK Ancient Egypt What happened to the pharaoh's brain? Tim Cooke Egyptian Myths DK (meet the gods...) Marcy and the Riddle of the Sphinx by Joe Todd Stanton The Cat Mummy Jacqueline Wilson Awesome Egyptians (Horrible Histories) Terry Deary and Peter Hepplewhite</p> <p>The Sea is hungry by James Reeves</p> | <p>Ancient Egyptians</p> <p><i>Egyptian fairy-tale stories, Diary writing, Newspaper report</i></p> <p>Relative clauses, Imperative Verbs Curse of coincidence</p> <p>Zel let your hair out by Trish Cooke Cinderella of the Nile -Beverley Naidoo The Egyptian Cinderella by Shirly Climo The story of Tutankhamun by Patricia Cleveland-Peck and Isabel Greenberg The Twits Roald Dahl</p> <p>The storm man by Grace Nichols (BBC BITESIZE)</p> | <p>Stone Age Boy</p> <p><i>diary instructions description compare and contrast piece of old and modern Direct speech, retelling story</i></p> <p>Adverbial phrases</p> <p>The Stone Age: Hunters, Gatherers and Woolly Stone Age Boy atoshi Kitamura Charlie and the Chocolate factory Roald Dahl Mammoths Marcia Williams</p> <p>The sound collector by Roger McGough</p> | <p>Pirates-Non Fiction</p> <p><i>Wanted Posters, passport, code of conduct</i></p> <p>Pirate Adventure story, setting, Character descriptions, action-dialogue dilemma, twist.</p> <p>Horrible Histories Pirates Terry Deary Violet and the Mean and Rotten Pirates R Hamilton Pirate Stories various Sweet and Low Alfred Tennyson</p> |

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| | Song by Henry Wadsworth Longfellow | | | | | |
| Maths | <p><u>Number sense and reasoning within 100</u> Solve number and practical problems, including estimation and checking; add and subtract money to give change in £ and p.</p> <p><u>Place Value</u> Identify, represent and estimate numbers in different contexts, recognise and use place value of 3-digit numbers in calculations.</p> | <p><u>Graphs</u> Interpret and present data using charts and tables. Solve one and two-step problems using presented information.</p> <p><u>Addition and subtraction with up to 4 digits</u> Calculate mentally and using formal written methods; solve problems using number facts and place value.</p> <p><u>Length and perimeter</u> Measure, compare, add/subtract lengths; solve problems using appropriate tools and units.</p> | <p><u>Multiplication and division word problems</u> Solve scaling and correspondence problems in which n objects are connects to m objects.</p> <p><u>Using 10s and 100s to multiply and divide large numbers</u> Calculate mathematical statements including for two-digit numbers by one-digit numbers; progress from mental to formal written methods.</p> | <p><u>Time: analogue, digital and finding how long</u> Tell, record, write and compare the time, including using Roman numerals, 12 and 24-hour clocks, using correct vocabulary; compare durations.</p> <p><u>Fractions</u> Recognise, use, compare, order simple fractions; understand fractions as parts of a whole; add/subtracts fractions of same denominator.</p> | <p><u>Angles and shape</u> Identify right-angles, recognising them as quarters of a turn; identify parallel and perpendicular lines; draw/make and measure 2-D and 3-D shapes.</p> <p><u>(Length), weight & volume</u> Measure, compare, add/subtract and solve problems, using appropriate tools and units.</p> | <p><u>6 & 8 times tables</u> Recall and use multiplication/division facts for 6 & 8 times table; count in multiples of 6 & 8; calculate mathematical statements.</p> <p><u>Exploring calculation strategies and place value</u> Add/subtract numbers mentally; find 10, 100, 1000 more than a given number; order and compare beyond 1000; round any number to nearest 10, 100, 1000.</p> |

Science

Working Scientifically lower Key Stage 2



Biology: Plants

Compare the effect of different factors on plant growth

Identify and describe the functions of different parts of a flowering plant and how they are used in photosynthesis

Investigate the way in which water is transported within plants

Explore the part that flowers play in the life

Physics: Light

Identify the difference between light sources and non light sources

Explore the light that comes from the sun and how to stay safe

Explore materials which are reflective

Discover how shadows are formed

Investigate how shadows change throughout the day

Chemistry: Rocks

Explore the formation and properties of igneous rocks

Explore the formation and properties of sedimentary and metamorphic rocks

Weathering and the suitability of rocks for different purposes

Explore how water contributes to the weathering of rocks

Understand how

Biology: Animals including Humans

Explore the 5 key food groups

Learn about the nutrition in the food we eat

Learn about the different types of skeletons

Learn about the human skeleton

Learn about animals and their skeletons

Physics: Forces and Magnets

Explore contact and non-contact forces

Compare how things move on different surfaces

Explore different types of magnets

Explore the properties of magnets and everyday objects that are magnetic

Understand that magnetic forces can

Scientific Enquiry

How can a solar oven be made more effective: posing questions and writing predictions

How can a solar oven be made more effective: recording and presenting results

Cleaning coins: writing a method and carrying out a practical test

Cleaning coins: writing a conclusion

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| | <p>cycle of flowering plants</p> <p>Understand the pollination process and the ways in which seeds are dispersed</p> <p>Compare the effect of different factors on plant growth</p> | <p>Investigate how you can change the size of a shadow</p> | <p>fossils are formed</p> <p>Explore different types of soil</p> | <p>Explore the role of muscles</p> | <p>act at a distance</p> <p>Explore the everyday uses of magnets</p> | <p>Making a cake: fair testing, controls and variables</p> <p>Making a cake: scientific enquiry</p> |
| <h1>Computing</h1> | <p><u>Computing systems and networks</u></p> <p>Connecting computers understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration</p> | <p><u>Creating media</u></p> <p>Stop-frame animation Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> | <p><u>Programming A</u></p> <p>Sequencing sounds Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> | <p><u>Data and information</u></p> <p>Branching databases select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> | <p><u>Creating media</u></p> <p>Desktop publishing Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> | <p><u>Programming B</u></p> <p>Events and actions in programs Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> |

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| Geography | | <p>Why do people live near volcanoes? Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape</p> | | <p>Who lives in Antarctica? Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.</p> | | <p>Are all settlements the same? Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.</p> |
| | History | <p>Key Individuals Mary Secole -who was she -Herbal remedies The British hospital Nurses now and then Why is she important</p> <p>Local history unit: Field Trip Air shaft to the Rotherhithe tunnel (list number: 1385839)</p> <p>- local history walk looking at local heritage sites - Compare and contrast maps of local area to an aerial photograph - Create models local heritage site</p> | | <p>Ancient Egypt -Earliest ancient civilisations - Ancient Egypt -Egyptian structures, ways of life, beliefs and burial customs. Written communication in the time of the Egyptians. The importance of the Nile to the Ancient Egyptians. Ancient Egyptian farming. - A depth study linked to a studied period - A study over a period of time - A post-1066 study of a relevant period in local history</p> | | <p>Stone age to Iron Age British History (taught chronologically) -Stone Age to Iron Age Britain, including: - hunter-gatherers and early farmers - Bronze age religion, technology & travel - Iron age hill forts -What was daily life like? -What was a stone age diet like? -Why was hunting important to stone age people? -How did stone age people communicate? -What do we know about animals from the past?</p> |

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| | - Create a map of the local area of Rotherhithe | | | | -Tools and weapons -What was Stonehenge used for? -How life changed for stone age people | |
| RE | Big Question: How are symbols and sayings important in religion? | | | | | |
| | How do did Jesus and Buddha make people stop and think? | What is Special about Light | How do Jews Celebrate | Why is Holi Important | Sign Symbols and Sayings | Sikh Symbols and Beliefs |
| PSHE/SMSC | <u>First Week Back Mind up: Getting Focused</u> Lesson 1: How our Brain Works Lesson 2: Mindful Awareness <u>Being Me in My World</u> -Understanding what it means to be in a team. -Talk about attitudes, actions and effects on | <u>Celebrating Difference</u> -Discuss how influences can affect how we judge a person or situation. -Discuss bullying, online | <u>Dreams and Goals</u> -Children talk about hopes and dreams. -Discuss how it feels when faced with disappointment | <u>Healthy Me</u> -Look at friendship groups that they are a part of, how they are formed, leaders and followers. | <u>Relationships</u> -Exploring the emotional aspects of relationships, friendships. -Identify the emotions | <u>Christopher Winter Project</u> (SRE and Drugs & Alcohol Education) <u>Valuing Difference and Keeping Safe</u> Lesson 1: Body Difference Lesson 2: Personal Space Lesson 3: Help and Support |
| | Art & Design | Drawing: Growing Artists Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud | | Craft and Design: Ancient Egyptian scrolls Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of | | Outcomes: 3D sculpture Painting and mixed media: Prehistoric Painting Investigating making their own paints, making tools and painting on different |

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| | <p>Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p> <p>Outcomes: Botanical Drawings linked with Science unit 'Plants'</p> | | <p>papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.</p> <p>Outcomes: Egyptian scroll</p> | | <p>surfaces, the children explore prehistoric art.</p> <p>Outcomes: Prehistoric painting</p> | <p>to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa</p> |
| <h1>Design Technology</h1> | | <p>Mechanical systems</p> <p><u>Pneumatic toys</u></p> <p>Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy including thumbnail sketches and exploded diagrams. Linked to Anansi the Spider.</p> | | <p>Electrical systems</p> <p><u>Electric poster</u></p> <p>Our new electric poster unit introduces children to various forms of 'Information design' before they are briefed to develop an electric museum display based on the Ancient Egyptians.</p> | | <p>Cooking and Nutrition</p> <p><u>Eating seasonally</u></p> <p>Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between colour and health benefits.</p> |

| MUSIC | <u>Animal Magic</u> | | <u>Play it again!</u> | | <u>The Class Orchestra</u> | |
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| | Unit Aim: To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding. | | Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. Learn to play the ukulele. | | Unit Aim: To develop children's ability to combine and perform rhythmic and melodic material as part of a class performance of a song. | |
| PE | Dance <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns developing fluency and precision control. show an awareness of other's movements, responding accordingly with their own movements; | Invasion Games Basketball/Handball | Multi Skills Fundamental Movement Balance | Net & Wall Games Volleyball | Striking &Fielding Softball | Athletics Sports day Preparation |
| | Bee Netball skills Problem solving Technique Tactics | Tag Rugby Skills Communication Understanding Teamwork Physical Ability | Gymnastics Feedback Analysis Physical ability | Orienteering Problem Solving Responsibility Confidence | Athletics Technique Effort Confidence Sports Day prep Feedback Respect Understanding | Tennis Skills Tactics Technique Rules |

Spanish

Unit 1: Spanish greetings with puppets:

To greet someone and make an introduction in Spanish.
To listen and recognise key phonemes 'o' and 'a'.
To recognise different greetings in Spanish.
To be able to find out how someone is feeling in Spanish.
To listen and join in with a Spanish finger puppet rhyme.
To rehearse and perform from memory a rhyme with Spanish greetings.

Unit 2: Spanish numbers and ages:

To recognize and recall numbers one to six in Spanish.
To recognize and practice numbers one to ten in Spanish.
To read and recognize numbers up to 12 in Spanish.
To recognize and build a phrase to give your age in Spanish.
To ask and answer questions giving personal information.
To identify key phonemes in number words.

Unit 3: Shapes and colours in Spanish:

To recognize and name some colours in Spanish.
To begin to describe shapes using colour adjectives.
To create and practice descriptive phrases orally.
To read and recognize descriptive phrases in Spanish.
To write a design brief using shape and colour vocabulary.
To create a short presentation using descriptive phrases.

Unit 4: Classroom objects in Spanish:

To recognise and respond to spoken classroom instructions.
To name school bag objects and identify if they are masculine or feminine nouns.
To identify how a noun phrase changes in the plural form when describing classroom items.
To construct a phrase using the negative form, no tengo – I do not have.
To read and interpret sentences featuring the conjunctions y and pero.
To compose a piece of writing describing what is in a school bag.

Unit 5: Where do you live in Spain?

To name places in Spain using key phonemes.
To practise answering questions about who I am and where I live.
To use a bilingual dictionary to identify nouns and their gender.
To listen for key information about where people live.
To read and interpret information from a short descriptive text.
To compose a short written paragraph to introduce

Unit 6: Journey around Latin America:

To identify and pronounce Spanish speaking countries in Latin America.
To speak in short phrases to describe travel plans.
To recognise and use the prepositions en and a when describing travel.
To say the days of the week as part of a sentence in Spanish.
To compose a travel diary in Spanish.
To perform a travel diary in Spanish.

Year 4 & 5 Curriculum Map

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| English | <p>The Highwayman</p> <p><i>Interior Monologue, Poetry</i> precise nouns, archaic language</p> <p>Treasure Island: Character description Extended ending</p> <p>The Highwayman Alfred Noyes Black Beauty Anna Sewell Treasure Island R L Stephenson</p> <p>The Highway man by Alfred Noyes/ The listener (BBC Bitesize) or Someone by Walter de la Mere The Pirate Story by Robert Louis Stephenson</p> | <p>The Piano</p> <p>Film review <i>Flashback stories, Letter writing.</i> brackets and dashes</p> <p>A Christmas Carol <i>Character descriptions, Play scripts, Study of a significant text</i> <i>/author</i> Colons</p> <p>Oliver Twist Christmas Carol Charles Dickens Classic and Usborne young readers version</p> <p>The listener (BBC Bitesize) or Someone by Walter de la Mere</p> | <p>Little Match Girl / The Big Issue Seller <i>Narrative recount, Traditional stories, Setting descriptions, modern adaptations</i> Relative clauses Passive voice</p> <p>Little Match Girl by H C Anderson and by Jerry Pinkey Mr Stink David Walliams Millions Frank Cottrell Boyce</p> <p>What has happened to Lulu? by Charles Causley</p> | <p>Street Child</p> <p><i>Stories with historical settings, Diary Entries, Balanced Argument</i> Thomas Barnardo <i>Information text, Biographical recount</i> Fronted adverbials</p> <p>Street Child Berlie Doherty Far from Home Berlie Doherty <i>Bits of early days by James Berry</i></p> | <p>Greek Myths and Legends</p> <p><i>Retelling of traditional tales, Character description, setting description</i> commas to demarcate clauses and fronted adverbials</p> <p>Percy Jackson Book 1 Rick Riordan Beast quest series Adam Blade Who let the God's Out? by Maz Evans; Myth Atlas by Thiago de Moraes; Theseus and the Minotaur by Marcia Williams Odysseus by Hugh Lupton, D Morden and C. Balit</p> <p>Leisure by W.D Davies</p> | <p>Titanic</p> <p><i>Informal Letter</i> <i>Eyewitness/Newspaper</i> <i>Report Non-Chronological Report</i> <i>Debate</i> modal verbs</p> <p>Usborne young readers Titanic Titanic (Survivor) Stephen Davis Titanic My story Ellen Emerson White The Walrus and the Carpenter by Lewis Carroll</p> |
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Year 4 Maths

Reasoning with large numbers

4-digit place value.
Read, write, represent, order and compare Find 10, 100 or 1000 more or less
Round numbers to the nearest 10, 100 or 1000

Addition and subtraction

Select appropriate strategies to add and subtract
Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping

Multiplication and division

Distributive property including multiplying three 1-digit numbers
Mental multiplication and division strategies using place value and known and derived facts
Short multiplication and division

Discrete and continuous data

Read, interpret and construct pictograms, bar charts and time graphs
Compare tables, pictograms and bar charts

Securing multiplication facts

Identify and explore patterns in multiplication tables including 7 and 9

Fractions

Explore different interpretations and representations of fractions
Equivalent fractions
Represent fractions greater than one as mixed number and improper fractions
Add and subtract fractions with the same denominator including fractions greater than one

Time

Analogue to digital, 12- hour and 24-hour
Convert between units of time

Decimals

Decimal equivalents to tenths, quarters and halves
Compare and order numbers with same number of decimal places
Multiply and divide by 10 and 100 including decimals

Area and perimeter

Perimeter of rectangles and rectilinear shapes
Area of rectangles and rectilinear shapes Investigate area and perimeter

Solving measures and money problems

Convert units of measure
Select appropriate units to measure
Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically

Shape and symmetry

Classify, compare and order angles
Compare and classify 2-D shapes
Identify lines of symmetry

Position and direction

Describe and plot using coordinates
Describe translations

Reasoning with pattern and sequences

Roman numerals up to 100
Place value of other number systems
Number sequences and patterns

3-D shape

Use understanding of 3-D shapes
Identify 3-D shapes from 2-D representations

Year 5 Maths

Reasoning with large whole integers

Read, write, order and compare numbers up to one million
Round numbers within one million to the nearest multiple of powers of ten
Read Roman numerals up to M

Integer addition and subtraction

Use rounding to estimate
Use a range of mental calculation strategies to add and subtract integers
Illustrate and explain the written method of column addition and subtraction
Select efficient calculation strategies

Line graphs and timetables

Complete, read and interpret data presented in line graphs
Read and interpret

Multiplication and division

Identify multiples and factors Investigate prime numbers^[SEP]
Multiply and divide by 10, 100 and 1000 (integers)^[SEP]
Derived facts^[SEP]
Illustrate and explain formal multiplication and division strategies such as short and long
Use a range of mental calculation strategies

Perimeter and area

Investigate area and perimeter of rectilinear shapes^[SEP]
Estimate area of non-rectilinear shapes^[SEP]

Fractions and decimals

Read, write, order and compare decimals
Round decimals to the nearest whole number
Represent, identify, name, write, order and compare fractions (including improper and mixed numbers)^[SEP]
Calculate fractions of amounts

Angles

Classify, compare and order angles
Measure a draw angles with a protractor
Understand and use angle facts to calculate missing angles

Fractions and percentages

Add, subtract fractions with denominators that are multiples of the same number
Multiply fractions (and mixed numbers) by a whole number
Explore percentage, decimal, fractions equivalence

Transformations

Coordinates in all four quadrants
Translation and reflection
Calculate intervals across zero as a context for negative numbers

Converting units of measure

Convert between metric units of length, mass and capacity and units of time
Know and use approximate conversion between imperial and metric

Calculating with whole numbers and decimals

Mental strategies to add and subtract involving decimals
Formal written strategies to add, subtract and multiply involving decimals
Multiply and divide by 10, 100 and 1000 involving decimals
Derive multiplication facts involving decimals

2-D and 3-D shape

Classify 2-D shapes and reason about regular and irregular polygons
Properties of diagonals of quadrilaterals
Classify 3-D shapes^[SEP]
2-D representations of 3-D shapes.

Volume

Use cube numbers and notation
Estimate volume^[SEP]
Convert units of volume^[SEP]

Problem solving

Negative numbers and calculating intervals across zero
Calculating the mean
Interpret remainders
Investigate numbers: consecutive, palindromic, multiples

timetables including calculating intervals

Working Scientifically Upper Key Stage 2



Science

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| <p>(DE3) Chemistry: Rocks</p> <p>Explore the formation and properties of igneous rocks</p> <p>Explore the formation and properties of sedimentary and metamorphic rocks</p> <p>Weathering and the suitability of rocks for different purposes</p> <p>Explore how water contributes to the weathering of rocks</p> <p>Understand how fossils are formed</p> <p>Explore different types of soil</p> <p>(DE3) Physics: Light</p> <p>Identify the difference between light sources and non light sources</p> <p>Explore the light that comes from the sun and how to stay safe</p> <p>Explore materials which are reflective</p> <p>Discover how shadows are formed</p> <p>Investigate how shadows</p> | <p>(DE3) Physics: Forces and Magnets</p> <p>Explore contact and non-contact forces</p> <p>Compare how things move on different surfaces</p> <p>Explore different types of magnets</p> <p>Explore the properties of magnets and everyday objects that are magnetic</p> <p>Understand that magnetic forces can act at a distance</p> <p>Explore the everyday uses of magnets</p> <p>Chemistry: Properties of Materials</p> <p>Exploring properties of materials</p> <p>Explore thermal conductors and thermal insulators</p> <p>Explore the hardness of materials</p> <p>Discover materials that become soluble in water</p> | <p>Chemistry: Changes of materials</p> <p>Use evaporation to recover the solute from a solution</p> <p>Recognise and describe reversible changes</p> <p>Observe chemical reactions and describe how we know new materials are made</p> <p>Investigate rusting reactions</p> <p>Investigate burning reactions</p> <p>Investigate chemical reactions - acids and bicarbonate of soda</p> | <p>Physics: Forces</p> <p>Explore gravity and the life and work of Isaac Newton</p> <p>Examine the connection between air resistance and parachutes</p> <p>Explore factors which affect an object's ability to resist water</p> <p>Investigate the effects of friction on different surfaces</p> <p>Investigate mechanisms - levers and pulleys</p> <p>Investigate mechanisms – gears</p> <p>Physics – Earth and Space</p> <p>Explore the solar system and its planets</p> <p>Understand the heliocentric model of the solar system</p> <p>Explain the Earth's movement in space</p> <p>Explain the Earth's rotation and night</p> | <p>Biology: Animals, including humans</p> <p>Identify the key stages of a mammal's life cycle</p> <p>Explore the gestation periods of mammals</p> <p>Learn about foetal development</p> <p>Investigate the hand span of different aged children</p> <p>Learn about the changes experienced during puberty</p> <p>Describe the changes humans may experience during adulthood and old age</p> | <p>Biology: Living things and their habitats</p> <p>Understand the life process of a plant</p> <p>Understand the life cycles of mammals</p> <p>Compare the life cycles of insects and amphibians</p> <p>Understand the life cycle of birds and reptiles</p> <p>Know about the life and work of Jane Goodall and David Attenborough</p> <p>Research and present the life cycle of a creature</p> |
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| | <p>change throughout the day</p> <p>Investigate how you can change the size of a shadow</p> | <p>Investigate the solubility of materials</p> <p>Explore how mixtures could be separated by filtering, sieving, evaporating or magnets</p> | | <p>and day</p> <p>Explain the movement of the Moon</p> <p>Design a planet using knowledge gained</p> | | |
| Computing | <p><u>Computing systems and networks</u></p> <p>Systems and searching Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration</p> | <p><u>Creating media</u></p> <p>Video editing Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> | <p><u>Programming A</u></p> <p>Selection in physical computing Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> | <p><u>Data and information</u></p> <p>Flat-file databases Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,</p> | <p><u>Creating media</u></p> <p>Introduction to vector graphics Select, use and combine a variety of software (including internet services) on a range of digital devices to Design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> | <p><u>Programming B</u></p> <p>Selection in quizzes design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> |

Geography

What is life like in the Alps?

Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.

Why do oceans matter?

Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.

Would you like to live in the desert?

Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.

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| History | <p>Key individuals Nelson Mandela The Wider World/ Lives of Significant Historical Figures Nelson Mandela Black History focus</p> <p>Local History Field Trip: Turntable and machinery of former Swing Road Bridge Redriff Road. (list number 1385815)</p> <ul style="list-style-type: none"> - local history walk looking at local heritage sites - Compare and contrast maps of local area to an aerial photograph - Create models local heritage site - Create a map of the local area of Rotherhithe | | <p>Victorian Britain -Develop a chronologically secure understanding of British, local and world history, -Establish a clear narratives within and across the periods they study. -Note connections, contrasts and trends over time develop the appropriate use of historical terms. -Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> | | <p>World History Study Ancient Greece - A study of Greek life and achievements and their influence on the western world Identify primary/ secondary sources, select relevant information, Greek Timeline, Greek Theatre, The Mechanics of Ancient Greece (D&T) ,Greek Timeline, The Battle of Marathon ,Athens V Sparta ,The Olympic Games ,Greek Language ,Greek Gods, The Battle of Marathon</p> | |
| | Big Question: How do beliefs influence actions? | | | | | |
| RE | Animal Lawsuit | Christmas | Inner Forces | Thankfulness | Why Is A Mohammad And The Quran Important? | God Is Everywhere |

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| <p style="text-align: center;">PSHE/SMSC</p> | <p>First Week Back Mind up: Getting Focused Lesson 1: How our Brain Works Lesson 2: Mindful Awareness</p> <p>Being Me in My World</p> <p>-Discuss goals and challenges they may face for the year ahead.</p> <p>-Identify rights and responsibilities as a member of the class, school, wider community, and country they live in.</p> <p>-Explore what democracy means, how it benefits their school and how they could contribute towards it.</p> | <p>Celebrating Difference</p> <p>-Explore culture and cultural differences linking it to racism and how to be aware of their own feelings towards other cultures.</p> <p>-Revisit the topic of bullying. Discuss rumour spreading and name calling.</p> <p>-Children talk about direct/indirect bullying and ways to encourage children not to use bullying behaviours.</p> | <p>Dreams and Goals</p> <p>-Discussing dreams and aspirations, looking at jobs people they know do and exploring the fact some jobs pay more than others.</p> <p>-Comparing similarities and differences between themselves and someone from a different culture.</p> | <p>Healthy Me</p> <p>-Understanding risks linked to smoking and alcohol misuse, and its effects on the lungs, liver and heart.</p> <p>-Learn a range of basic emergency procedures (recovery position) and how to contact the emergency services.</p> <p>-Look at how body types are portrayed in the media and discuss how eating disorders can be linked to negative body image pressures</p> | <p>Relationships</p> <p>Recognise the importance of self-esteem.</p> <p>-Investigate and reflect on a variety of positive and negative online and social media contexts.</p> <p>-Learn about the SMARRT internet safety rules and how to identify when something online feels uncomfortable or unsafe.</p> | <p>Christopher Winter Project (SRE and Drugs & Alcohol Education)</p> <p>Year 4 Growing up: Lesson 1: Changes Lesson 2: What is Puberty? Lesson 3: Healthy Relationships</p> <p>Year 5 Puberty: Lesson 1: Talking about Puberty Lesson 2: The Reproductive system Lesson 3: Help and Support</p> |
| <p style="text-align: center;">Art & Design</p> | <p>Drawing: I need space!</p> <p>Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p> <p>Outcomes: Collage of the 'Windrush'</p> | | <p>Painting and mixed media: Portraits</p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p> <p>Outcomes: self-portrait</p> | | <p>Sculpture and 3D: Interactive installation</p> <p>Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.</p> <p>Outcomes: 3D Sculpture</p> | <p>Craft and Design: Architecture</p> <p>Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.</p> <p>Outcomes: design of a monument</p> |

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| Design Technology | | Mechanical systems: <u>Pop-up book</u> Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms. Linked to scenes from 'the Piano.' | | Textiles <u>Stuffed toys</u> Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch. Linked to Ancient Greek Myths. | | Cooking and Nutrition <u>Developing a recipe</u> Our refreshed Y5 cooking and nutrition unit including opportunities for children to learn a simple Bolognese recipe and adapt it to improve nutritional content. |
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| Music | <u>Exploring Pentatonic Scales</u> | | <u>Painting with Sound</u> | | <u>Exploring Singing Games</u> | |
| | Unit Aim: To develop children's ability to recognise and use pentatonic scales and to work with 4 x 4 beat phrases. | | Unit Aim: To develop children's ability to create, perform and analyse expressive compositions and extend their sound vocabulary. | | Unit Aim: To develop children's ability to read rhythm notation and for children to adapt and perform playground songs. | |
| PE | Dance | Invasion Games | Net & Wall Games | Striking & Fielding | Net & Wall Games | Athletics |
| | Combine matched actions with a partner. Perform sequences of movement. Develop formation and patterns. | Hockey | Volleyball | Softball | Basketball | Sports day Preparation |

Spanish

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| | <p>Bee Netball Technique Tactics Rules Communication</p> <p>Tag Rugby Communication Tactics Respect Physical Ability Leadership</p> | <p>Gymnastics Feedback Analysis Effort</p> | <p>Athletics Technique Effort Confidence Fitness levels</p> | <p>Net & Wall Games Tennis Technique Feedback Respect</p> <p>Sports day Prep Feedback Respect Understanding</p> | <p>Striking & Fielding (Cricket & Rounders) Responsibility Technique Rules</p> | |
| | <p>Unit 1: Dates in Spanish:</p> <p>To identify and say the numbers 13 to 31. To ask and answer questions about the months of the year. To identify and say dates. To ask and answer questions about significant dates. To identify and give the dates of specific events. To listen to and understand spoken language.</p> | <p>Unit 2: Pets in Spanish:</p> <p>To apply new vocabulary to talk about pets. To recognise that an adjective must agree with the noun it describes. To describe an animal's characteristics. To read and understand a short story. To write a story about pets. To rehearse and perform a short role play.</p> | <p>Unit 3: Weather in Spain:</p> <p>To name and identify types of weather in Spanish. To ask and answer questions about the weather. To read and interpret a text about the weather. To follow a spoken and written passage about the weather. To compose a weather forecast script. To perform a weather forecast in Spanish.</p> | <p>Unit 4: In a Spanish café:</p> <p>To apply comprehension strategies and discover the meaning of new words. To make polite requests about what I want to eat and drink. To identify conversational language. To engage in conversations that involve making requests. To write a role play script for a conversation. To perform, evaluate and improve a role play.</p> | <p>Unit 5: Spanish celebrations:</p> <p>To identify the meaning of vocabulary related to important Spanish festivals. To use a bilingual dictionary to look up the meaning of new verbs. To apply new and familiar vocabulary to express what I like and dislike to do. To identify people's likes and dislikes during a festival. To create phrases describing actions in detail. To describe likes and dislikes at specific celebrations.</p> | <p>Unit 6: The Amazon rainforest:</p> <p>To identify and describe the geography of Peru. To use spelling patterns and rhythms to learn and perform rainforest animal names. To write descriptive sentences about rainforest animals. To describe the physical features of some rainforest animals using singular and plural nouns. To describe the features of rainforest creatures and their habitat. To present a podcast to introduce different Amazon animals.</p> |

Year 6 Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| English | <p>The Island – Armin Greder</p> <p><i>To write a discursive extract</i> <i>To write an extract: They could have</i> <i>To write a discursive newspaper report</i> <i>To write a narrative</i> <i>To write a recount/report of visit from speaker/exhibition about refugees</i></p> <p>A World full of journeys and migration -Martin Howard Windrush Child by Benjamin Zephaniah All Aboard the Windrush by Jillian Powell. The Story of the Windrush by K.N. Chimbiri</p> <p>I know why the caged bird sings/Still I rise Maya Angelou</p> <p>On the move poems about migration –</p> | <p>Modern Fairy-tale- The Sleeper and the Spindle</p> <p><i>Narrative with Flashback</i> <i>Retelling</i> <i>Blurb, Character Description, Setting</i> <i>Flashback, Recount</i> <i>Own narrative with flashbacks</i></p> <p>cohesive devices, ellipsis, adverbials, imagery</p> <p>Phillip Pullman's Grimm Tales Sonnet 18 by Shakespeare Red Red Rose by Robert Burns</p> | <p>Arctic Explorers: Matthew Henson and Shackleton</p> <p><i>Diary Writing,</i> <i>Letter writing – persuasive and recount</i></p> <p>precise nouns, noun phrases</p> <p>Shackleton's Journey by William Grill Explorer – Katherine Rundell Ice Trap! Meredith Hooper You wouldn't want to be on Shackleton's Polar Expedition Jen Green The Lion, the Witch and the Wardrobe S Lewis The Firework-Makers daughter P Pullman</p> <p>Macavity-the mystery cat (BBC BITESIZE Poetry videos)</p> | <p>Macbeth William Shakespeare</p> <p><i>Retelling, diary,</i> <i>Letter, Eulogy</i> <i>Discursive/Persuasive piece</i></p> <p>Malorie Blackman Knife Edge Macbeth Lois Burdett/Andrew Matthews (Shakespeare)</p> <p>Witches poem <i>And Act 2 Scene 1 Is this the dagger I see before me?</i></p> <p>Jabberwocky by Lewis Carol</p> | <p>Beowulf</p> <p><i>Setting description</i> <i>Character description</i> <i>Suspense extract</i> <i>fight scene</i> <i>extended ending</i> <i>scene of playscript</i> <i>witness account 1st person</i> <i>Narrative, Play script,</i> <i>Eyewitness report.</i> <i>inverted commas</i> <i>determiners, prepositions</i></p> <p>Beowulf by M Morpurgo Beowulf by Kevin Crossley-Holland Viking's Dawn H Treece Dragon Poems by J Foster & K Paul Pot of Gold by Jill Bennett</p> | <p>The Chocolate Tree</p> <p><i>Direct address,</i> <i>setting description,</i> <i>contrasting character descriptions</i> <i>uplevelled tale to include extended dialogue between 2 and more characters</i> <i>To write instructions on how to make chocolates</i></p> <p>The Chocolate Tree by Linda Lowery and Richard keep Player by David Wisniewski (Mayan Folktale)</p> |

Michael Rosen

Maths

Integers and Decimals

Represent, read, write, order and compare numbers up to ten million
Round numbers, make estimates and use this to solve problems in context
Solve multi-step problems involving addition and subtraction

Multiplication and Division

Identify and use properties of number, focusing on primes
Multiply larger integers and decimal numbers using a range of strategies
Divide integers by 1-digit and 2-digit numbers representing remainders appropriately
Illustrate and explain formal multiplication and division strategies

Calculations and Problems

Understand the use of brackets
Use knowledge of the order of operations to carry out calculations
Generate and describe linear number sequences
Express missing number problems algebraically
Solve equations with unknown values

Missing angles and length

Compare and classify a range of geometric shapes
Use angle facts to find unknown angles

Fractions

Deepen understanding of equivalence
Order, simplify and compare fractions, including those greater than one
Recall equivalence between common fractions and decimals
Find decimal quotients using short division
Add and subtract fractions
Represent multiplication involving fractions
Multiply two proper fractions
Divide a fraction by an integer

Coordinates and shape

Draw a range of geometric shapes using given dimensions and angles
Describe, draw, translate and reflect shapes on a co-ordinate plane

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| | <p>Recognise and construct 3-D shapes Name and illustrate parts of a circle</p> <p><u>Decimals and measures</u> Use, read, write and convert between standard units of measures; length, mass, time, money and volume as well as imperial units Calculate the area of parallelograms and triangles Calculate, estimate and compare the volume of cuboids</p> <p><u>Percentages</u> Calculate and compare percentages of amounts Connect percentages with fractions Explore the equivalence of fractions, decimals and percentages Calculate the mean Construct and interpret lines graphs and pie charts Compare pie charts</p> <p><u>Proportion problems</u> Use fractions to express proportion Identify ratio as a relationship between quantities and as a scale factor Unequal sharing involving ratio</p> <p style="text-align: center;"><u>SATs preparation and consolidation</u></p> | | | | | |
| Science | <p>Biology: Living Things and their Habitats</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> | <p>Chemistry: States of Matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or</p> | <p>Biology: Animals including humans</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains,</p> | <p>Physics: Electricity</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether</p> | <p>Physics: Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between</p> | <p>Biology: Living Things and their Habitats – Conservation</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> |

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| | | <p>research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> | <p>identifying producers, predators and prey</p> | <p>or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductor</p> | <p>the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p> | |
| Computing | <p><u>Computing systems and networks</u> (Year 5 unit)</p> <p>Systems and searching Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for</p> | <p><u>Creating media</u> (Year 5 unit)</p> <p>Video editing Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given</p> | <p><u>Programming A</u> (Year 5 unit)</p> <p>Selection in physical computing Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing</p> | <p><u>Data and information</u> (Year 4 unit)</p> <p>Data logging Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Select, use, and combine a variety of</p> | <p><u>Creating media</u> (Year 4 unit)</p> <p>Photo editing Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> | <p>Programming B (Year 4 unit)</p> <p>Repetition in games Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence,</p> |

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| | communication and collaboration | goals, including collecting, analysing, evaluating and presenting data and information | them into smaller parts | software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information | Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | selection, and repetition in programs; work with variables and various forms of input and output |
| Geography | | <p>Why do people live near volcanoes? Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.</p> | | <p>Can I carry out an independent fieldwork enquiry? Observing, measuring, recording and presenting their own fieldwork study of the local area.</p> | | <p>Why are rainforests important to us? Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.</p> |

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| History | <p>Key Individuals Mary Secole -who was she -Herbal remedies The British hospital Nurses now and then Why is she important</p> <p>Malala: My Story of Standing Up for Girls' Rights;</p> <p>Local history unit: London hydraulic pumping station (list number: 1385816)</p> <p>- local history walk looking at local heritage sites - Compare and contrast maps of local area to an aerial photograph - Create models local heritage site - Create a map of the local area of Rotherhithe</p> | | <p>Key individuals Mathew Henson and Tenzing Norgay Literacy link- Historical Explorers through history Exploration -Develop a chronologically secure understanding of British, local and world history, -Establish a clear narratives within and across the periods they study. -Note connections, contrasts and trends over time develop the appropriate use of historical terms. -Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> | | <p>Vikings Beowulf -Viking invasions; -Danegald -Earliest ancient civilisations -timeline of Viking history Laws of the Vikings</p> | |
| | Big Question: How are symbols and saying important in religion? | | | | | |
| RE | How do did Jesus and Buddha make people stop and think? | What is Special about Light | How do Jews Celebrate | Why is Holi Important | Sign Symbols and Sayings | Sikh Symbols and Beliefs |
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PSHE/SMSC

First Week Back

Mind up:

Getting Focused

Lesson 1: How our Brain Works

Lesson 2: Mindful Awareness

Lesson 3: Focused Awareness

Being Me In My World

-Discuss the year ahead, setting goals and discussing fears and worries for the future.

-Learn about the United Nations Convention on the Rights of the Child.

-Talk about choices and actions and how these could have far-reaching effects on others.

-Revisit democracy, how it benefits the school and how they can contribute towards it

Celebrating Difference

- Explore bullying and how people can have power over others in a group. Discuss strategies for dealing with this as well as wider bullying issues.

-Learn about people with disabilities and look at examples of people who have amazing lives and achievements.

Dreams and Goals

-Explore various global issues and explore places where people may be suffering or living in difficult situations.

-Discuss what they think their classmates like and admire as well as working on giving others praise and compliments.

Finance Management

-How can I successfully manage my money? Making and checking transactions.

-To understand what a budget is and why it is important.

-To be able to calculate tax deduction

Relationships –

-Explore and discuss mental health and how to take care of their own mental well-being.

-Identify the stages in a grief cycle and discuss the different causes of grief and loss.

-Discuss online safety, learning how to judge if something is safe and helpful.

FGM awareness

Christopher Winter Project

(SRE and Drugs & Alcohol Education)

Puberty, Relationships & Reproduction -

Lesson 1: Puberty & Reproduction

Lesson 2: Communication in Relationships

Lesson 3: Families, Conception & Pregnancy

Lesson 4: Online Relationships.

Drug education –

preventing early use.

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| <h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Art & Design</h1> | <p><u>Drawing: Power prints</u></p> <p>Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.</p> <p>Outcome: print</p> | | <p><u>Painting and mixed media: Light and Dark</u></p> <p>Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.</p> <p>Outcome: still life of artefacts</p> | | <p><u>Sculpture and 3D: Mega materials</u></p> <p>Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures.</p> <p>Outcome: Sculpture using recyclable materials</p> | <p><u>Craft and Design: Fabric of nature</u></p> <p>Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.</p> <p>Outcome: repeated pattern design</p> |
| | <h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Design Technology</h1> | | <p>Electricity</p> <p><u>Make a doodler</u></p> <p>Our Doodlers unit explores series circuits further and introduces motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.</p> | | | <p>Digital world:</p> <p><u>Navigating the world</u></p> <p>Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.</p> |

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| Music | <u>Songwriter</u> | | <u>Keyboard</u> | | <u>Composition</u> | |
| | Unit Aim: To develop children's ability to compose a song. | | Unit Aim: To develop children's ability to play known songs on keyboard with correct fingering. To develop children's ability to recognise the association of Western Classical Music with historic periods. | | Unit Aim: To develop children's ability to compose and improvise as part of a class piece. | |
| PE | Dance Combine matched actions with a partner. Perform sequences of movement. Develop formation and patterns. | Invasion Games Hockey | Net & Wall Games Volleyball | Striking &Fielding Softball | Net & Wall Games Basketball | Athletics Sports day Preparation |
| | Bee Netball Problem solving Tactics Rules Physical ability | Tag Rugby Communication Tactics Rules Teamwork Physical Ability Leadership | Gymnastics Feedback Analysis Technique Physical ability | Athletics Technique Effort Confidence Rules | Net & Wall Games Tennis Technique Feedback Respect Sports day Prep Feedback Respect Understanding | Striking &Fielding (Cricket & Rounders) Tactics Technique Rules Understanding |
| Spanish | Unit 1: Clothes in Spanish : To identify the meaning of new words. To describe clothes. To build sentences giving reasons for clothes choices. To compose a detailed outfit description for a design brief. To extract and apply key information from | Unit 2: School life in Spanish : To express likes and dislikes in a conversation. To give opinions in a conversation. To make comparisons. To seek and give information in a conversation. To engage in conversations expressing preferences. | Unit 3: Household tasks in Spanish : To interpret and translate opinions about household tasks. To find and categorise vocabulary from descriptions of different robots. To describe a robot's purpose using verbs and adverbs. To write a descriptive | Unit 4: Shopping in Spain : To explore pronunciation rules using vocabulary for food and market stalls. To describe the location of a market stall using prepositions. To express different amounts of money using numbers up to 100. | Unit 5: Free time in Spain : To read a cartoon to identify how verb endings change. To report about seasonal activities using regular verb endings. To answer questions about free time in Spain using appropriate verb endings. To translate travel reports from English to Spanish. To construct a descriptive travel blog using a range of verbs in the present tense. | Unit 6: Maya city treasure hunt To translate sentences to find out about Ancient Maya cities. To describe the Ancient Maya people. To deduce and follow simple directions to different Maya city landmarks. To interpret directional language to navigate around a |

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| | <p>a design brief to create an outfit. To present information orally.</p> | <p>To use familiar phrases and vocabulary in writing.</p> | <p>text about an invented robot. To describe the functions of a robot using a persuasive advert. To evaluate and justify a choice of robot.</p> | <p>To express how much/how many using food vocabulary. To adapt and use language structures for a shopping game. To create and use dialogue for a shopping transaction</p> | <p>To compare and respond to different travel blogs to express preference.</p> | <p>Maya city. To create written clues for a treasure hunt around an Ancient Maya city. To evaluate the use of language used in giving directions.</p> |
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