Rotherhithe Primary School Curriculum 2025/26

Our school curriculum reflects our strong belief that all children have 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.

Rotherhithe Primary School Curriculum 2025/26

Aims and Objectives

At Rotherhithe Primary School we aim to provide a rich and meaningful learning experience for all our children, which willprepare 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.

Oracy

Oracy is central to our curriculum at RPS. We know that teaching children to become effective speakers and listeners not only improves school outcomes but is a proven route to social mobility. By teaching children to communicate effectively, we empower them to better understand themselves, each other and the world around them. Our Oracy framework (taken from Voice 21) allows for progression through key Oracy skills (physical, linguistic, cognitive and social and communication) and opportunities to embed these skills through meaningful talk is weaved

throughout our curriculum.

Forest School

We have an onsite Forest School and also access Southwark Park's Forest School. The aim of Forest School 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. Children love our Forest School provision and all children in EYFS will have a block of Forest School.

Specialist Teaching

Through specialist teaching in music, children learn a variety of instruments including recorders and percussion instruments. Children take part in a weekly singing assembly.

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: Sinead Lewis
- RE: Grace Adeyeye

- 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 'Our 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 web

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

Creekside Discovery Centre- Home : Creekside Discovery Centre

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/

The Garden Museum - Home - Garden Museum

The Tate Modern- Tate Modern | Tate

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

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

Early Years Foundation Stage Curriculum 2025-2026

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

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

- **Personal, social and emotionaldevelopment**
- **Physical development**
- **Communication and languagedevelopment**
- 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 howto 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 bediscussed with the teacher and your key person to manage the settling in period to best suit your child.

Children are supported to settle into 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 tothe 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 childrencan 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 childinitiated. 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 Reception 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 and 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

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**	**Spring1**	**Spring 2**	**Summer 1**	**Summer 2**
Our Big Question themes	**Who am I?** *Settling in*	**How do we celebrate?** *Seasons*	**What fairy tales do we love?** *Building*	**How do we get around?** *Animals*	**How do things grow?** *Growing*	**Summer Adventures** *Transition*
Special Events	o Stay and Play sessions o Birthdays o	o Birthdays o Fireworks night o Halloween o Diwali o Eid-Ui-Fitr o Christmas o Hanukkah o Diversity Month	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	o Birthdays o Mother's Day o St. Patrick's Day o Science Week o Easter	o Birthdays o St.George's Day o Ramadan & Eid o Carnival School celebration	o Birthdays o Father's Day o Sports Day o International Day
Possible Texts	Together we can *By Caryl Hart* Ruby Goes to Nursery	Diwali *By Hannah Elliot* Christmas Story Room on the Broom	*Traditional tales:* The Three Little pigs Goldilocks	The train ride *By June Crebbin* You can't take an	The Odd Egg *By Emily Gravett* The Very hungry	Sharing a sea shell *By Julia Donaldson* *The Rainbow Fish by*

	I can do it! *By Patricia Hegarty* So much *By Trish Booke* Lulu's First Day *By Anna McQuinn* Maisie Goes to Nursery *By Lucy Cousins* Owl Babies by Martin Waddle Dear Zoo by Rod Campbell We're going on a bear hunt *by Micheal Rosen*	*By Julia Donaldson* Stick Man by Julia Donaldson Kippers birthday *By Mick Inkpen* Where's Spot - Eric Hill Spots Birthday Party - Eric Hill Peace at last - Jill Murphy The Gruffalo - Julia Donaldson	Billy Goat's Gruff The Gingerbread Man Jack and the Beanstalk The little Red Hen	elephant on the bus *By Patricia Cleaveland Peck* The Journey home from Grandpa's *By Jumima Lumley* Up Up Up! *By Susan Reed* The Boy who sailed the sea *By Julia Greene*	Caterpillar *By Eric Carle* The Bad Tempered ladybird *By Eric Carle* Lali's Feather *By Farhana Zia* Monkey Puzzle *By Julia Donaldson* *Jaspers Beanstalk by Nick Butterworth and Mick Inkpen* *Plant the Tiny Seed by Christie Matheson* *Titch by Pat Hutchings*	*Marcus Pfister* Shark in the Park *By Nick Sharrat* The Singing Mermaid *By Julia Donaldson* This is me! *By George Webster*
Personal Social Emotional Development	**Who am I? Being the Best I can Be.** Settling into our new Nursery Get to know and develop a bond with key worker Play name games Learn areas of the classroom and school routines Learn to self-register and hang my things on my special peg Share pictures of the our families/important people Talking about our favorite things to do at Nursery	**What are feelings?** Introduce Zones of Regulation and exploring different feelings Talking about our own feelings and understanding feelings of others Kind and unkind behaviour; being a good friend Learn to use 'conflict resolution' Create 'cool down' areas when we need time to calm down Introduce brain breaks and quiet/calm times Termly Review; my	**What is special about me?** Learn about special customs and beliefs Similarities and differences and how we show respect Set our personal targets and goals Mindfulness activities linked to children's mental health week Small group turn taking games Fairy tales: -explore characters and their actions. Eg Goldilocks and the big bad wolf. -think of stories from others perspectives	**How can I help others?** Who helps look after us? How to help one another and what to do if you need help. The importance of being kind and gentle. What makes a great friend: know that words have an impact on others Termly Review; my proudest moments from this term Introduce 'experts' for all areas	**What am I proud of?** Look at how we are growing and changing; What can I do now that I couldn't do before? Playing co-operatively in a group. Children work on projects in groups lead by their own interests. Children build confidence to share their proud moments Explore what makes us feel different ways. I feel proud when.. I feel happy when.. How have I changed since I was a baby? SHaring our baby photos, talking about	**What is special about the world around me?** Special places in my community Where are my friends and family from? Explore similarities and differences How to look after the environment. Termly Review; my proudest moments from this term Transition to Reception

	Create a class Charter Setting rules and routines; expectations and boundaries Discuss class promises and agree on them as a whole class.	proudest moments from this term	how might the Giant feel?		what we can do now?	
Physical Development PE coach Gross Motor	**Fundamental Movement** Experiments with different ways of moving. Begin to negotiate space successfully when walking, running and hopping. Wheeled toys Bikes, scooters and other wheeled toys.	**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. Wheeled toys Bikes, scooters and other wheeled toys.	**Jumping** Practice pushing feet down into the ground to jump with increased height and distance. Wheeled toys Bikes, scooters and other wheeled toys.	**Throwing and Catching** Develop hand-eye coordination to propel objects further with increased accuracy and catch fast moving objects. Wheeled toys Bikes, scooters and other wheeled toys.	**Kicking and Batting** Develop co-ordination and eye tracking to kick small and large balls and use a begin to use a bat. Wheeled toys Bikes, scooters and other wheeled toys.	**Multi skills and Athletics** Practice key skills for Sports Day Activities. Wheeled toys Bikes, scooters and other wheeled toys.
Fine Motor & Mark making / writing	Rolls, pounds, squeezes and pulls play dough Hold and use a range of small tools and objects such as tambourines, jugs, hammers and mark making tools Begin to turn pages in a book	Use paintbrushes to explore creating dots, lines, circular strokes; develop wrist action Snips with scissors; create Christmas snowflakes Manipulate clay to create diva lamps Use utensils for cooking in small groups	Copies circular, vertical, horizontal strokes and lines with mark making tools Construction with a variety of small materials and tools Use different sized and shaped cutters for making gingerbread biscuits Turn pages of books independently	Trace shapes and lines with mark making tools Begin to form some letters in learnt in phonics Use windup toys and buttons to make things move and go Represent ideas and ascribe meaning to pictures drawn	Planting seeds and using water cans and sprays Manipulate playdough to make snakes, and small balls Begin to hold mark making tools with tripod grasp Begin to write name	Write name and represent some other letters Use scissors to cut straight lines Paint and represent pictures with some details eg eyes nose mouth

Healthy and Self care	Learn daily routines and handwashing Use the toilet independently and/or ask for help if needed Eat and use utensils with greater independence	Eat independently Take on and off winter clothes independently Assess risk and use resources and equipment in school safely	Learn about oral hygiene and brushing teeth Try and taste different foods Develop breath control for brain breaks	Assess risk and be safe at home and in school; is it safe? Road Safety Talk about the body and name body parts.	Healthy eating and food Learn about growth and change in humans and animals	Learn how to look after our bodies in the hot weather Talk about ways to keep healthy
Communication and Language	Rhymes and songs that use the whole hand 1:1 talking time with adult Introduce 'Word Time' for daily vocabulary input Introduce What's in the Box? Sorting and classifying toys and objects Labelling objects; what are they for? Dress up games & Puppet Play **Phase 1 phonics:** Tuning into sounds: sound discrimination of instrumental sounds and body percussion	Rhymes/song that use fingers Introduce Talking Tables Share and talk about Tapestry posts Mystery Box and Touchy feely bags Action games and songs for verbs Prepositions: under, behind, in front of, on top of. **Phase 1 phonics:** Listening and Remembering Sounds: Rhythm and rhyme Voice sounds	Rhymes/songs that cross the midline Act out fairy tales Sequence and retell stories; first, then, now Use language related to measure for size; big, small, medium Introduce 'story telling tent' **Phase 1 phonics:** Talking about sounds (developing vocabulary and language comprehension) Playing with initials sounds, can you hear and say initial sounds	Rhyme Time: rhymes that use the whole body Comment, predict and explain Science experiments Introduce 'Big Picture' answer who, what and where questions Opposites: fast/slow quiet/loud big/small **Phase 1 phonics:** Oral blending and segmenting: reproduce audibly the phonemes they hear, in order, all through the word **Read Write Inc Phonics** Begin first set of sounds, link sound to phoneme	Rhymes that: involve games and movement Introduce Story Maker Explain 'odd one out' scenes Listening games for identifying animal sounds Use language related to length and weight **Read Write Inc Phonics** Continue with children's next steps following RWI sound order Identifying and saying initial sounds in words	'Rhyme Time' challenge Share and talk about their 'special place' (Tapestry) Begin to answer 'why' questions Listen and do 2-3 part instruction activities Use language related to time; today, tomorrow, yesterday **Read Write Inc Phonics** Continue with children's next steps following RWI sound order
Literacy	Share favourite stories/songs/rhymes	Children begin to take home books from school	World Book Day activities	Begin reading sessions with parents	Children create their own stories with 'story maker'	Complete 'book reviews' of favourite stories

	Join in with actions to rhymes and stories Read stories 1:1 Identify main characters in familiar stories Use Story Sacks	Share stories in small groups Listen and join in with repeated refrains Recognise familiar words in environment and own name Talk about illustrations in books Story Maps	Talk about settings in stories Begin to tell Helicopter stories using key story words eg once upon a time Story Maps Sequencing stories using pictures	Explore information books about animals Make up new endings for favourite stories Take greater notice of letters in books and print Children choose books to take home	Sequence stories; beginning, middle and end Begin to make and create our own story books Story sacks for 'Monkey Puzzle' & 'The very Hungry Caterpillar'	'Rhyme Time' related to seaside Make an "This is Me" book
Mathematics	**<u>Routines:</u>** Introduce and develop morning routines incorporating daily number rhymes and songs. Counting at snack time. Daily exposure to orally rote counting. **<u>Maths area:</u>** Introduce maths area where children can explore a range of counting materials and collections. **<u>Numicon:</u>** Become familiar with the numicon shapes. Play sorting activities and matching games. **<u>Counting and Cardinality</u>** Begin to say number words in sequence,	**<u>Routines:</u>** 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 **<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) **<u>Numicon:</u>** Recognise and name numicon pieces to five. **<u>Counting and Cardinality</u>** Consistently use the	**<u>Routines:</u>** Children help adult to count out a number of things from a larger group focusing on the 'stopping number' during snack time **<u>Maths area:</u>** Investigate mathematical tools eg calculators, timers, measuring tapes. **<u>Numicon:</u>** Match numerals to the numicon shapes and practise ordering them (1-3) Find numicon pieces that are equal/the same. **<u>Counting and Cardinality</u>** Know that numbers identify how many objects are in a set. Count every item in a	**<u>Routines:</u>** 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 snack. **<u>Maths area:</u>** Incorporate mathematical problems into role play areas for transport eg. five-frames for trains and buses, tickets, train times, directions. **<u>Numicon:</u>** Find a numicon shape that is less/more than mine. Count and match	**<u>Maths area:</u>** 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. **<u>Numicon:</u>** Order Numicon pieces to 5. Match Numicon pieces to groups of given objects. (minibeast game) Make repeating patterns using numicon shapes. **<u>Comparison</u>** Match groups of objects with the same number Know that the	**<u>Numicon:</u>** 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 make up 5. **<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.

	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. **Comparison** Describe the groups using mathematical language eg 'few' and 'lots' **Subitising** Play 'grabbing games' where children develop a sense of 'two-ness' and 'one-ness' Explore groups of two eg. Two eyes, two hands, two feet ect. Children instantly recognise groups of two without the need to count. **Number Recognition** Notice numbers in the environment. Recognise numbers of personal significance eg. Their birthday **Shape, Space, Colour** Complete simple	number words in the same order (stable order principle) Christmas Performance songs based on counting songs **Comparison** 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. **Subitising** Makes a small collection of up to three objects to match another collection of objects. **Number Recognition** Recognise numbers in recipes eg. When making Gruffalo food and Reindeer Food **Shape, Space, Pattern** Capacity: making potions 'full' 'empty' 'nearly empty' Positional language linked to Bear Hunt	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. **Comparison** Can indicate which set has more or which set has less. Uses number language, such as 'less' or 'fewer' **Subitising** Fast recognition of up to three objects Quick recognition of 'three' 'not three' **Number Recognition, Representation** 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 **Measure, Pattern** Beanstalk height order	counters to numicon pieces. **Counting** 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. **Comparison** Children can compare numbers that are far apart reasoning explaining unfair sharing - 'This one has more because it has 5 and that one only has 2' **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 **Representation** Count out objects to match numbers up to 3 then 5	quantity of objects stays the same when they are spread out or moved closer together. **Subitising** Can show a number of fingers to five 'all at once', without counting. Recognise the significance and value of zero **Number Recognition, Representation and Ordering** Can record using marks that they can interpret and explain. Can recognise numerals 0 to 5. Can read numbers beyond on a number line by dropping back to 0. Can represent numbers using marks on paper or pictures **Patterns** Develop reasoning skills for finding 'odd one out' in pictures. Create and extend and ABAB patterns	**Comparison** Compare sets of objects, saying if it is one more or one less using duplo. Children being to reason using full sentences. **Subitising** Automatically know numbers on a dice to 5. (Hungarian 5 frame games to support) **Patterns** I can recognise follow ,copy and create patterns with sounds and actions. I can notice and correct an error in a simple repeating pattern

	puzzles and shape sorters. Name a range of different colours Children can sort objects by size, colour and shape. Some objects can be identical.	Story. Patterns for wrapping paper at the Elves workshops: spotty/zig zag/	and describe. Size ordering Goldilocks and the three bears. Story: 'Simon Sock' matching pairs of socks by their pattern	**Patterns/Shape** Create an ABAB pattern with colours and shapes. Use shapes to create pictures. Copy pictures and create my own pictures.		
Understanding of the World	**Stem Learning: The Natural World, Explore and Observe** o Fantastic fruits o Natural scavenger hunt	**Stem Learning: Physical Processes** o Floating and Sinking o Water and Ice o Cooking	**Stem Learning: Materials** o Building a house for the Three Little Pigs	**Stem Learning: All About me** o Brilliant Bodies o My senses **Science Week**	**Stem Learning: The Natural World, Explore and Observe** o Observe life cycle of caterpillar o Care for eggs and chickens	**Stem Learning: Physical Processes** o Magic magnets o Shadows
Art & Design	**Painting and Colour** Free exploration of mixing and different tools **Printing** Hand, finger, body printing **Cutting and Sticking** Begin to use scissors Use glue sticks to create	**Colour** Experiment with colour; sand, water, dough, paint mixing linked to Diwali **Painting** Experiment with different painting tools to create fireworks **3Dwork** Salt dough modeling **Cutting and Sticking** Continue to develop use of scissors	**Textiles and Texture** Experiment with materials to make homes and buildings **3D work** Building and constructing homes and buildings	**Printing** Extend body printing **Painting and Colour** Colour mixing; produce shapes and pictures **3Dwork** Salt dough modeling eggs Building habitats	**Drawing** Draw and record observations of minibeasts and animals **Pattern** Observe and create patterns seen on animals ie butterflies	**Drawing** Draw and represent pictures of me and others **Pattern** Represent colour and shape patterns **Artist** Paul Klee inspired block printing
Music – music	**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	**Puppets & Lycra** Use puppets and stretchy lycra material during music sessions to bounce props to the beat of the music. Learn to respond to	**Playing the game** Explore pulse in my body through movement and actions. Respond to music with greater control	**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

		movement. Explore pitch through singing and sounds	music physically. Learn to join in with and anticipate actions.	through movement. Handle and control small percussion instruments to start and stop ; play loud and soft; play fast and slow		responding to music

Reception Long Term Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me *Settling in*	Once Upon a Time	Superheroes	Beans and Butterflies	Pirates	If I had a….
Core Books	*A super Duper You! by Sophy Hen* *You choose by Pippa Goodhart/Nick Sharratt* *It's Ok to be different by Todd Parr* *The Family Book by Todd Parr* *Charlie and Lola books with Soren Lorenson in it: It wasn't Me!* *Hair Love by Vashti Harrison*	*The Three Little Pigs by Mara Alperin* *The Gingerbread Man by Mara Alperin* *Author Focus: Julia Donaldson* *Room on the Broom by Julia Donaldson* *Monkey Puzzle by Julia Donaldson* *The Gruffalo by Julia Donaldson* *The Gruffalo's Child by Julia Donaldson* *Stick Man by Julia Donaldson* *We're going on a Bear Hunt by Michael Rosen* *We're going on a leaf Hunt by Steve Metzger*	*Traction Man by Mini Grey* *Super Daisy by Kes Gray* *George and the dragon by Chris Wormell* *Author Focus: Sue Hendra* *Supertato books by Sue Henra and Paul Linnet* *Supertato* *Spertato:Veggies Assemble* *Supertato: Run Veggies Run* *Supertato: Evil Pea Rules* *Supertato:* *Veggies in the Valley of Doom* *Supertato: Carnival CatastropPea!*	*Jack and the Beanstalk by Richard Walker* *The Hungry Caterpillar by Eric Carle* *J & the B Penguin illus.by C.Gledhill* *Superworm by Julia Donaldson* *The tiny seed by Eric Carle* *Egg Drop by Mini Grey* *The Odd Egg by Emily Gravitt*	*Pirate Stew by Neil Gaiman* *Come away from the water Shirley by J. Burningham* *Don't disturb by R.Findlay* *Author focus: Roaring Rockets by Tony Mitton* *Super Submarine by Tony Mitton* *Brilliant Boats by Tony Mitton* *Dig Dig Digging by Tony Mitton* *Lost & Found by Oliver Jeffers* *Look up! By Nathan Bryon*	*If I had a dinosaur by Gabby Dawnay and Alex Barrow* *Our very own dog by Amanda McCardie* *Dear Zoo by Rod Campbell, Oi Dog by C Gray & K Gray* *Boogie Bear by David Walliams* *The Ugly Five by Julia Donaldson* *The Kaola who could By Rachel Bright and Jim Field* *Femi the Fox by Jeanette Kwakye*
Communication & Language	**Listening & Attention:** Listen and respond for short whole class carpet sessions	**Listening & Attention:** Join in retelling stories with repetitive refrains in core stories	**Listening & Attention:** Join in retelling stories and build the core story	**Listening & Attention:** To learn dances with instructional actions	**Listening & Attention:** To listen and recall the main events of the story	**Listening & Attention:** Listening to different animals in their habitats

	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" 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:** *Create a bank of children's favourite and familiar rhymes* Name songs Hello & Good bye song Please & Thank you **Time to Talk:** Explore the story "Would you Rather" and "You Choose"	**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 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? *Christmas performance* **Language for Thinking** Blanks Levels of Language questioning	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. Understanding the role of a superhero. Generate questions for special visitor (Local hero) **Rhyme Time:** How to be a superhero. The superhero parade. Im 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.	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:** 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	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. To talk about what pirates mightput in ther 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 Im 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	**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. 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**

	Talking tables in small groups **Language for Thinking** Blanks Levels of Language questioning for Super Duper You					Blanks Levels of Language questioning for a rainforest scene
Role Play	**Home Corner - Cafe** Link children's own home lives through 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,	**Post office** Prepare letter/ cards/ presents/ parcels to be sent around the world. **Key Vocabulary:** postal worker, stamps, weight, package, parcel, envelope, address, sender, receiver.	**School Role Play** Children decide and choose what they would like. **Key Vocabulary:** school, teacher, classroom, playground, homework, desk, pencil, paper	**Garden Centre** Sorting dairy, fruit, vegetables. Cash register to 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	**Hospital/ dentist** Look at the human body and skeleton. Taking X-Rays, administering medicine and writing prescriptions. **Key Vocabulary:** hygiene, statoscope, prescription, appointment, patient, monitor, injections	Children to Vote and decide on an amimal themed role play area Ideas – - Vet - Zoo - Pet shop - Puppy day care
PSED **School Values** Ambition, Creativity, Courage, Empathy, Resilience, and Respect.	**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	**Making relationships** *Use a puppet who is new to the class to revise the class charter* *Play ring games together indoors and outdoors eg. Parachute games* *The Squirrels who Squabbled By Rachel Bright and Jim Field to explore sharing* *Play turn taking games in small groups* **Understanding emotions** **Zones of Regulation** Create social stories from pictures on	**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**	**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.	**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.	**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

	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 core stories and use of puppets. Introduce brain breaks **Create a class Charter** Discuss class promises and agree on them as a whole class.	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	Use a social story to discuss how to keep safe on the road. Roley 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.	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	**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.	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 class worry box for children.
PSHE Kapow	**Empathy Lesson** -To Recognise and respect other people's feelings.	**Self-Regulation** -Identifying my feelings Coping strategies -Emotional adjectives -Facial expressions	**Building Relationships** -Special people -Sharing -I am unique -Similarities and differences -Sharing -What makes a good friend -Being a good friend	**Building Relationships** -Special people -Sharing -I am unique -Similarities and differences -Sharing -What makes a good friend -Being a good friend	**Managing Self** -Why do we have rules -Building towers -Team races -What is exercise? -Being a safe pedestrian -Eating Healthy	**Managing Self** -Why do we have rules -Building towers -Team races -What is exercise? -Being a safe pedestrian -Eating Healthy
Physical Education	**Multi-Skills Fundamental Movement** Physical ability Confidence	**Gymnastics Balance** Physical ability Confidence	**Throwing and Catching Co-ordination** Ball skills Technique Confidence	**Kicking with Feet Co-ordination** Ball skills Technique Confidence	**Athletics**	**Problem Solving** Communication Rules Physical ability
Reading	• Shared reading of the core stories	• Shared reading of the core stories	• Shared reading of the core stories	• Shared reading of the core stories	• Shared reading of the core stories	• 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 • Take home "a book to share"	• 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 programme continues in groups • Library Trip	• 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	• Reading Café • Story sacks & props for supertato • Take home banded books • Story Maker • Read Write Inc phonics • Library Trip	• Reading Café • Story sacks & props for the Hungry Caterpillar • Take home banded books • Story Maker • Read Write Inc phonics • Library Trip	• 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
Writing	Writing Outcomes – All About Me Week 1 LO: To write my name/to draw and construct a self portrait Week 2 LO: To write a I can/I am sentence/I can write words to show who I am Week 3:LO: I can draw my family/I can write labels (labels of family drawing -Mum dad) Week 4: LO: I can describe my hair - words/labels/sentences Week 5: LO: I can write a book I am me (add into free flow)	Writing Outcomes – Once upon a time Week 1 LO: To write a list. Week 2 LO: To write a recipe for the gingerbread men and make your own gingerbread men. Week 3:LO: I make a lost poster for the gingerbread man. Week 4: LO: I can create an alternate ending for The Three Little Pigs. Week 5: LO: To write an invitation to a party.	Writing Outcomes – Superheroes Week 1 LO: To create a passport. Week 2 LO: To label costumes that superheroes wear eg cape etc. Week 3:LO: To create a list. Week 4: LO: To invent stories – superheroes. Week 5: LO: To create mini rescue reports.	Writing Outcomes – Beans and Butterflies Week 1 LO: To create a list Week 2 LO: To plant a bean and to create a bean diary. Week 3:LO: To create character speech bubbles for 'Jack and the Beanstalk'. Week 4: LO: To create a butterfly diary. Week 5: LO: To write a butterfly description. Week 6: LO: To create an alternate story for The Very Hungry Caterpillar.	Writing Outcomes – Pirates Week 1 LO: To create a set of instructions. Week 2 LO: To create a wanted poster for a pirate. Week 3:LO: To create a diary. Week 4: LO: To create a storm description. Week 5: LO: To begin to write a pirate story	Writing Outcomes – If I had a….. Week 1: If I had a ...sentences Week 2: If I had a... book Week 3: Lists and instructions Week 4: Retelling a story Week 5: Rewriting a known story.

		Week 6: To create an extended ending for a familiar fairytale story.				
Maths Mastery	**Developing Early Mathematical Concepts U1** 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. To compare sets without counting. To order objects according to size. To orders sets without counting.	**Number withing 6 U3** Recognise, count and order numbers; say which numbers are 'more or less' **Addition and Subtraction within 6 U4** Add two numbers by counting on. Subtract by taking away. Describe the direction on a number track when adding or subtracting. **Measure U5** Ordering objects by size. Compare capacity and weight. Estimating and exploring length. **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	**Numbers withing 10 U7** 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 **Calendar and Time U8** Use everyday language to discuss time, days of the week and seasons. Sequence events and record periods of time. **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. **Grouping and Sharing U10** Solve practical problems involving equal and unequal groups. Explore counting in steps of 2.	**Numbers within 15 U11** Recognise, count and order numbers; estimate and compare groups of objects. **Doubling and Halving U12** Solve problems and explore the relationship between doubling and halving **Shape and Pattern U13** Describe 2D shapes and create patterns. Begin to describe 3D shapes.	**Securing addition and subtraction facts U14** Commutativity Explore addition and subtraction. Compare two amounts **Number patterns withing 20 U15** Count up to 10 and beyond with objects. Represent, compare and explore numbers to 20. One more or fewer. **Number patterns beyond 20 U16** One more one less. Estimate and count. Grouping and sharing.	**Money U17** Recognise and use everyday language related to money **Measure U18** Compare objects and quantities, solve size, weight and capacity problems **Explorations of pattern within number U19** Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards

Mastering Number	**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 **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.	**Subitising** Continue from first half-term Subitise within 5, perceptually and conceptually, depending on the arrangements. **Cardinality, ordinality and counting** continue to develop their counting skills 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. **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	**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 small group and '1 more' continue to match arrangements to finger patterns. , continue to develop verbal counting to 20 and beyond **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	**Subitising** explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. **Cardinality, ordinality and counting** continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. **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. **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.	**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 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. **Cardinality, ordinality and counting** continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop	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.

	Composition see that all numbers can be made of 1s compose their own collections within 4. **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'.	explore the composition of numbers within 5. **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.	cardinal and ordinal representations of number. **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'. **Comparison** continue to compare sets using the language 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.		confidence and accuracy in both verbal and object counting. **Composition** explore the composition of 10. **Comparison** order sets of objects, linking this to their understanding of the ordinal number system.	
Understanding of the World Science Developing Experts ***See Rocket Words*** Forest School	**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.	**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	**Space** Explore outer space. Discover why rockets are important. **Forces** Understand what happens when you push or pull something. Explore objects that sink and float.	**Plants** Discover that plants are living things. Learn about plants and where they come from. Explore how to look after plants. **Insects and Invertebrates** Learn about insects and invertebrates. Discover where insects and invertebrates live. Observe	**The Senses** Learn about the senses. Explore ways to make sounds. **Science skill focus: observing** Talk about melting, freezing and changes in materials. Can we speed it up or slow it	**Environmental Awareness** *Boogie Bear* Through this story begin to explore the idea of global warming and endangered animals. Discuss the affects of our actions on the environment.

	Focus on oral hygiene. *Linked Stories: "What happened to you" By James Catchpole* **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. **Science skill focus: classifying** Investigating magnets. Classify objects as magnetic or non-magnetic	that happen in Autumn and Winter. **Environmental Awareness** *Rocket Says Clean Up!* Through this story discuss the importance of look after our environment. What do the clean up crew do and why? **Materials** The three little pigs. Why did the house blow down? Which material is best and why? Build a new house for the three little pigs.	**Machines** Explore different types of machines and mechanisms. Learn how machines make jobs easier. Discover different types of transport. **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.	them in their habitats. Describe what a habitat is. **Life Cycle:** Butterfly: observe caterpillars in class From Egg to Chicks **Science Week** Selection of experiments chosen with the children	down? What would happen if? **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.	**Animals** Learn that animals are living things. Discover where animals live and what they need to survive. Explore where birds live. **Light and Dark** Learn about different types of light sources. Experiment with lenses and creating shadows.
People, Culture and Communities	**Transitions** Talking about starting school and making friends. Explore through the core story "We are all Welcome" **All About Us** Share about ourselves. Talk and celebrate our similarities and differences. **Ancestry and origins** Create map display and involve parents in making home	**Special Events** Share with one another how they are celebrated through photographs, videos and visitors. ➢ Birthdays ➢ Fireworks night ➢ Halloween ➢ Diwali ➢ Christmas ➢ Hanukkah **Cooking** Femi the fox makes a pot of Jollof Rice. Where does Jollof Rice come from? What	**Special Events** Share with one another how they are celebrated through photographs, videos and visitors. ➢ Birthdays ➢ New Year ➢ Lunar New Year ➢ Valentines Days **Geography** Making maps; linked to Supertato story Veggies in the Valley of Doom.	**Special Events** Share with one another how they are celebrated through photographs, videos and visitors. ➢ Birthdays ➢ Mother's Day ➢ St Patrick's Day **Dance around the World** Look at different types of dance around the world, invite visitors to demonstrate. Learn some traditional dances. **Geography** **Around the World**	**Special Events** Share with one another how they are celebrated through photographs, videos and visitors. ➢ Birthdays ➢ St.George's Day ➢ Ramadan & Eid **Cooking** Cook some traditional foods for Eid celebration **Carnival**	**Special Events** Share with one another how they are celebrated through photographs, videos and visitors. ➢ Birthdays ➢ Father's Day ➢ Sports Day **Geography** Read "Martha Maps it out" Make maps of the school to navigate around the school as part of transition.

	languages "welcome" display **Black History Month** **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. **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.	foods do we eat at home? **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		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.	Learn about carnival around the world. This is a celebration of fun and colour where all are welcome to celebrate together. **Geography** Introduce and examine a Globe. Know the difference between the land and the ocean.	
Past and Present	**Jobs and occupations** Exploring different jobs and occupations (introduce shop role play and fire drill) **Key individuals** -Explore the Little Leaders collection -Lives of historical figures, including comparisons of those from different periods	**Christmas story** Learning and acting out the Christmas story. Comparing life now and then.	**Local history:** Greenland Dock Grade: II (List Entry Number: 1385941) -learning about the docks around Rotherhithe. -Visiting Greenland dock. -discussing what the docks were used for -discussing what life was like working at the docks.		St. George's Day: Learn about the significance of St George's day London history Day	

			-comparing life then and now			
Creating with Materials **Art Club lessons from Kapow**	**Painting and colour** Experiment with colour mixing. **Drawing** My family & things that are important to me **Art Club: Drawing: Marvellous marks.** Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus. **3D work** Make a clay tea light for Diwali. Making Christmas decorations: salt dough	**Painting and colour** Create Fireworks pictures using different art materials eg. Blow paint, oil pastels, glitter, chalks. **Drawing** Draw your own "terrible creatures" from well-known fairy tales. **Textiles and texture** Create textured scenes (fairytale castles) **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.	**Painting and colour** Experiment with colour mixing. **Textiles and texture** Make a potato superhero using a variety of tools and techniques. Design a cape for Supertato. **Drawing** Draw and design a superhero costume **Art Club:** Craft and design: Let's get crafty. Developing cutting, threading, joining and folding skills through fun, creative craft projects.	**Drawing** Observational drawings of plants and flowers. **Printing** Vegetable printing. Use of repetitive patterns. Learn about Andy Warhol. **Pattern** Simple symmetry of butterflies Textiles and texture Leaf and flower mosaics and collages. Study Eric Carle's Illustrations **Painting and colour** Investigate using natural materials for painting eg tea bags, flowers and spices.	**Drawing** Modes of transport; create your own design Draw and design a wanted poster for a pirate. **3D work** Children work in small groups to make something that can fly, something that can sail, something that can go on land. Junk modelling different modes of transport. **Mechanisms** Make a pirate ship that can move.	**Textiles and texture** Look at animal patterns and textures to create a model of your own chosen animal. **3D work** Creating shoe box habitats for animals around the world. **Drawing** Draw scenes of your favourite habitats **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.
Design and Technology	Weekly outdoor provision through the year **Focus: Structures**	Weekly outdoor provision through the year **Focus: Mechanisms**	Weekly outdoor provision through the year **Focus: Textiles**	Weekly outdoor provision through the year **Focus: Structures**	Weekly outdoor provision through the year **Focus: Mechanisms**	Weekly outdoor provision through the year **Focus: Nutrition**

	Designing and building shelters	Building Traps for the Ginger Bread Man	Design a cape for Supertato	Design and build a Bug Hotel	How do wheels work?	Making Salads (sweet and savoury)
Music	Taking Ownership **Unit Aim:** Pupils explore how to sing and play known songs, follow class conductor and practise playing the pulse.	Taking Ownership **Unit Aim:** Pupils explore how to sing and play known songs, follow class conductor and practise playing the pulse.	Pulse and Rhythm **Unit Aim:** Pupils clap 4 beat rhythms, sing solos, identify high/middle/low and differentiate between pulse and rhythm	Pulse and Rhythm **Unit Aim:** Pupils clap 4 beat rhythms, sing solos, identify high/middle/low and differentiate between pulse and rhythm	Speeding up and slowing down **Unit Aim:** Pupils recognise and play different speeds and recognise known songs by rhythm alone.	Speeding up and slowing down **Unit Aim:** Pupils recognise and play different speeds and recognise known songs by rhythm alone.

Year 1 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Core Text:** Whatever Next! Jill Murphey **Outcomes:** Stories with familiar settings, thought bubbles, lists, post card, re-writing, Role play, new version Conjunctions Punctuation, simple sentences **Supplementary texts:** 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 **Poetry:** Twinkle Twinkle Little Star	**Core text:** Little Red Hen **Outcomes:** • Setting • Story Map • Retelling a familiar story • Inventing new version • Instructions for making bread • **Grammar focus:** Capital Letters and Full stops **Supplementary texts:** The little red hen – many versions Handa's Surprise E Browne Oliver's vegetables V French The Little red hen makes a Pizza P sturges Mr Wolf's Pancakes J Fearnely Little Wolf's Book of Badness I why brow	**CC: History** **Outcomes:** Chronological and Non-chronological reports **Grammar focus:** Capital Letters and Full stops **Supplementary texts:** 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 **Poetry:** Teddy bear, teddy bear, turn around	**Core text:** Rumpelstiltskin **Outcomes:** Riddles / Clues Retelling a familiar tale Character description **Grammar focus:** Speech Question Marks **Supplementary texts:** Traditional Fairytales (Hopscotch series) Bingo Lingo: Phonics reading unit **Poetry:** If you go down to the woods tonight	**Core text:** The Smartest Giant in Town **Outcomes:** • Story Map • Letter Writing • Re-telling of story **Grammar focus:** -est, adjectives **Supplementary texts:** Author focus: Julia Donaldson Squash and a Squeeze Room on the Broom The Jolly Postman, A Ahlberg Grandad's secret Giant, David Litchfield **Poetry:** Buckingham Palace AA Milne	**Core text:** Little Red Hen **Outcomes:** • Setting • Story Map • Retelling a familiar story • Inventing new version • Instructions for making bread • **Grammar focus:** Capital Letters and Full stops **Supplementary texts:** The little red hen – many versions Handa's Surprise E Browne Oliver's vegetables V French The Little red hen makes a Pizza P sturges Mr Wolf's Pancakes J Fearnely Little Wolf's Book of Badness I why brow

Maths	<u>Numbers to 10</u> Count, read, write, identify, represent, double and half, and use comparative language. <u>Addition and subtraction within 10</u> Represent and use number bonds; read, write, interpret, represent and solve. <u>Shapes and patterns</u> Recognise common 2-D and 3-D shapes; describe position, direction and movement.	<u>Numbers to 20</u> Count, read, write, identify, represent, double and half, and use comparative language. <u>Addition and subtraction within 20</u> Augmentation and reduction. Represent and use number bonds; read, write, interpret and solve one-step problems.	<u>Time</u> Tell the time to the hour and half-past the hour; solve practical problems for time. <u>Exploring calculation strategies within 20</u> Represent and use number bonds; use concrete and pictorial representation to solve one-step problems <u>Numbers to 50</u> Count, read, write, identify, represent in numerals and words; recognise place value.	<u>Adding and subtracting within 50</u> Represent and use number bonds; read, write, interpret and solve one-step problems. <u>Fractions</u> Recognise, find and name a half and a quarter as one of two or four equal parts respectively. <u>Measures (1): Length and weight</u> Compare, describe, measure, record and solve practical problems.	<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. <u>Adding and subtracting within 100</u> Represent and use number bonds; read, write, interpret and solve one-step problems. <u>Money</u> Recognise and value coins and notes; solve one-step addition/subtraction problems.	<u>Multiplication and division</u> Solve one-step problems using concrete and pictorial representations and arrays. <u>Measures (2):</u> Capacity and volume Compare, describe, measure, record and solve practical problems.
Science	**Key Stage 1** 					

	Biology: **Animals including humans - animals** **I**dentify 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 on the basis of their simple physical properties	**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
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	<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

					and support when they have concerns about content or contact on the internet or other online technologies.	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 maps with a simple key.		**What is it like to live in Shanghai?** Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.
History	**Key Individuals** Moon Landing **Neil Armstrong** • Who the first men to travel to the moon were • Explain what you know about the 1969 moon landings, including		**Toys now and in the past** • To know how long toys have existed. • What toys were made of in the past.		**Local history unit:** **Southwark Park Grade: II (List Entry Number: 1000838)** • To identify similarities and differences between ways of life in Rotherhithe	

	what effect the landings had on history. • Why the moon landing was and still is an important historical event **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)		• What toys were played with in the past. • What modern toys are made from. • How modern toys are different to the past.		• Compare an aerial photograph from the past to a modern day map • To create a piece of art based on the heritage site, Southwark Park	
RE	How did the world begin?	What do some people believe God looks like?	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
PSHE/SMSC	**L1:** Class Charter, expectations and brain break reminder **L2: Mind up:** **Getting Focused** Lesson 1: How our Brain Works **L3: Zones of regulation** Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones.	**Family and Relationships** L1 What is family? L2 What are friendships? L5 Friendship problems L6 Healthy friendships L7 Gender stereotypes	**Health and Wellbeing** L1 Understanding my emotions L3 Ready for bed L5 Handwashing & personal hygiene L6 Sun safety L7 Allergies	**Citizenship** L1 Rules L3 The needs of others L4 Similar, yet different L5 Belonging L6 Democratic Decisions	**Economic Wellbeing** L1 What is money L2 Keeping money safe L3 What is a bank L4 Saving and spending **Groundwork - Emotion Explorers** – Discreet lessons on Zones of Regulation	**Christopher Winter Project** (SRE and Drugs & Alcohol Education) **Growing and Caring for ourselves:** **Lesson 1:** Different Friends **Lesson 2:** Growing and Changing **Lesson 3:** Families and Care

	Create zones of regulation posters. **L4: Kapow Introduction Lesson** -Setting ground rules for PSHE lessons. **L5 and L6** **X2 Empathy Lessons** - To recognise and name different emotions in themselves and others, building the foundation for empathy. To show kindness and understanding toward others' feelings.				and strategies to support.	
Art & Design	Drawing: Make your mark Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces. Outcomes: Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.		Painting and mixed media: Colour Splash 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. Outcome: Clarice Cliff style plate		Craft and Design: woven wonders Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña. Outcome: Weaving	Sculpture and 3D: Paper play 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 Outcome: 'Wild Thing' sculpture

Design & Technology		**Textiles** <u>Puppets of the Little Red Hen characters</u> 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.		**Cooking and Nutrition (STEAM WEEK)** <u>Make a smoothie</u> Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and (maybe) accompanying packaging.		**Mechanisms** <u>Designing and building a moving vehicle.</u> 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 Princess Smartypants and what her car would be like
Music	<u>Sounds Interesting</u> **<u>Unit Aim:</u>** To develop children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus.		<u>The long and the short of it</u> **<u>Unit Aim:</u>** To develop children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound.		<u>Exploring Pulse and Rhythm</u> **<u>Unit Aim:</u>** To develop children's ability to recognise and play rhythms from known songs with a sense of pulse.	
PE	Invasion Games Throwing Aiming at a target	Dance Make a shape hold it and move about in that shape Dance with an object to communicate an idea Pretend to dance with an object to communicate an idea move to the rhythm of the music	Multi Skills Fundamental Movement Balance Master basic movements such as running, jumping	Invasion Games Sending and receiving Basketball	Net Games – Using a Racket	Athletics Sports day Preparation

	Multi Skills Coordination Agility Rules Master basic movements such as throwing and catching	Net Games – Using a Racket Grip Focus Coordination	Gymnastics Feedback Analysis Technique	Invasion skills Throwing Towards a Target Technique Resilience Physical ability Confidence	Athletics Technique Effort Confidence Sports Day prep Feedback Rules Confidence	Problem Solving Teamwork Communication effort Physical Ability

Year 2 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Core Texts:** Leo and the Octopus by Isabelle Marinov and Chris Nixon Clean Up by Nathan Bryon **Outcomes:** • This is Me! Posters • Letters of advice • Fact file • Expanded noun phrases • Diary • Postcard • List • Did You Know leaflet to inform **Grammar focus:** • Present tense • Conjunctions • Adverbials of time • Bullet points numbers to write a list • Use of past tense **Supplementary texts:** The Magic Finger, R Dahl Lighthouse Keeper's Lunch R & D Armitage Simon James Little Leaders: Bold Women in Black History, Vashti Harrison	**Core text:** Owl Babies by Martin Waddell and Patrick Benson How to Catch a Star, Oliver Jeffers **Outcomes:** • Character description Identifying sequence of events • Adapted new version of the story • Recount journey • *Setting description* • *Character description* **Grammar focus:** Conjunctions, Adjectives **Supplementary texts:** The Owl who was afraid of the dark Jill Tomlinson The diary of a Killer Cat Anne Fine Oliver Jeffers focus: Lost and Found The way Back Home Up and Down Stuck	**CC: History** **Outcomes:** • Explanation text • Non-fiction reports **Grammar focus:** • Conjunctions • Question mark **Supplementary texts:** 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 **Poetry:** London's Burning Guess by Berlie Doherty (fire poem BBC)	**Core text:** PM Readers on Owls, bats, foxes and badger **Outcomes:** Non-chronological report **Grammar focus:** Bullet points, Headings, Subheadings, Paragraphs **Supplementary texts:** Fantastic Mr Fox, RD The Giraffe, Pelly and Me Roald Dahl The first Encyclopaedia of Animals Usborne	**Core text:** The Pea and the Princess, Mini Grey **Outcomes:** • Diary Writing • Letter Writing • Setting description • Character description • Re-telling of story **Grammar focus:** • Speech • Adjectives • Adverbs • Past tense **Supplementary text:** The Princess and the pea Lauren Child	**Core Text:** How to train a Dragon, Cressida Cowell **Outcomes:** • Setting description • Character descriptions • Traditional story **Grammar focus:** • Expanded noun phrases • Commas • Past tense • Dialogue **Supplementary texts:** George and the Dragon, Christopher Wormell **Poetry:** The Dragon who ate our school by Nick Toczek (BBC BITESIZE) Dragon Poems by J Foster & K Paul set

	Poetry: Poor old lady by Anon	The days the Crayons Quit **Poetry:** The Owl and the Pussycat by Edward Lear				
Maths	<u>Numbers within 100</u> • Read, write, represent, partition, compare and order numbers to 100 • Explore patterns including, odds and evens, tens and ones <u>Add and subtract 2-digit numbers</u> • Apply number bonds to add and subtract • Represent and explain addition and subtraction of two 2-digit numbers. • Add three 1-digit numbers <u>Addition and subtraction word problems</u> • Introduction to bar models as a representation • Create, label and sketch bar models	<u>Measuring length</u> • Draw and measure lengths in centimetres • Use <, > and = to compare and order lengths in metres and centimetres <u>Graphs</u> • Represent and interpret: pictograms, block diagrams, tables and tally charts <u>Multiplication and division by 2, 5 and 10</u> • Explore multiplication and division through arrays • Explore division as grouping and as sharing • Connect multiplication and division facts using commutativity and inverse • Calculate the times tables of 2, 5, and 10 using different strategies	<u>Time</u> • Tell the time on an analogue clock: quarter past, quarter to and five minute intervals • Calculate durations of time in minutes and seconds • Sequence daily events • Minutes in an hour and hours in a day <u>Fractions</u> • Part-whole relationships • Fractions as part of a whole or a whole set • Relate to division • Equivalent fractions <u>Addition and subtraction of 2-digit numbers (regrouping and adjusting)</u> • Illustrate, represent and explain addition and subtraction involving regrouping including 'Make Ten', 'Round and adjust' and near doubles strategies.	<u>Money</u> • Recognise coins and notes • Use £ and p accurately • Add and subtract amounts • Calculate change <u>Faces, shapes and patterns; lines and turns</u> • Explore, sort and describe 2-D shapes • Lines of symmetry in 2-D shapes • Identify 2-D shapes on 3-D shapes • Compare and sort 2-D and 3-D shapes • Use language to describe position, direction and rotation to follow a route e	<u>Numbers within 1000</u> • Represent in different ways • Compare using symbols • Read scale <u>Measures: capacity and volume</u> • Read and measure temperature • Estimate, measure and understand litres and millilitres • Compare and order capacities <u>Measures: mass</u> • Weigh and compare masses in kilograms and grams	<u>Exploring calculation strategies</u> • Apply addition and subtraction strategies to solve equations • Illustrate and explain addition and subtraction using column method s <u>Multiplication and division by 3 and 4</u> • Pattern seek with multiples of 2, 3, 4 5 and 10 using an array • Use known facts to derive facts from the 3 and 4 times tables. • Connect multiplication and division facts using commutativity and inverse

Science	**Biology: Plants** Observe and describe how seeds and bulbs turn into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	**Biology: Living things and their habitats – habitats around the world** Explore and compare the differences between things that are living, dead, and things that have never been alive 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 Identify and name a variety of plants and animals in their habitats, including microhabitats 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	**Chemistry: Materials** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	**Biology: Living things and their habitats** Explore and compare the differences between things that are living, dead, and things that have never been alive 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 Identify and name a variety of plants and animals in their habitats, including microhabitats 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	**Biology: Animals, including humans 2 – Life Cycles** Notice that animals, including humans, have offspring which grow into adults	**Biology: Animals, including humans 1 – Growth** Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Computing	Computing systems and networks **IT around us** Recognise common uses of information technology beyond school.	Creating media **Digital photography** Use technology purposefully to create, organize, store, manipulate, and retrieve digital content	Programming A **Robot algorithms** Understand what algorithms are; howthey are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Data and information **Pictograms** Use technology purposefully to create,organize, store, manipulate and retrieve digital content	Creating media **Digital music** Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	Programming B **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 Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs
Geography		**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.		**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.		**Would you prefer to live in a hot or cold place?** Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.

History	**Key individuals** Martin Luther King (democracy P4C link) Lives of historical figures, including comparisons of those from different periods. **Victorian Seaside** • Key period features of seaside holidays including clothes, travel, and entertainment • To identify similarities and differences between seaside holidays in the past and present. • Know the reasons Victorians went on seaside holidays. • Know who Grace Darling is and how her actions impacted life today		**Great Fire of London** • To know what London was like in the 17th Century. • To understand how The Great Fire of London started in 1666. • To understand why the fire spread over London. • To understand how the fire was extinguished. • To know the impact of the Great Fire of London. • To understand the significance of Samuel Pepys' diary.		**Local history unit:** **Field Trip Church of St Mary (list number: 1385867)** • Develop an awareness of Rotherhithe's past, • To identify similarities and differences between ways of life in Rotherhithe through different periods. • Compare an aerial photograph from the past to a modern day map • To create a piece of art based on the heritage site, St Mary's church	
RE	Why do we need to give thanks?	What do candles mean to people?	How do we know some people have a special connection to God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?

PSHE/SMSC	**L1:** Class Charter, expectations and brain break reminder **L2: Mind up: Getting Focused** Lesson 1: How our Brain Works **L3: Zones of regulation** Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones. Create zones of regulation posters. **L4: Kapow Introduction Lesson** -Setting ground rules for PSHE lessons. **L5 and L6** **X2 Empathy Lessons** - To recognise and name different emotions in themselves and others, building the foundation for empathy. To show kindness and understanding toward others' feelings.	**Family and Relationships** L2 Families are all different L4 Unhappy friendships L5 Introduction to manners and courtesy L6 Change and loss L7 Gender stereotypes: Careers and jobs	**Health and Wellbeing** L1 Experiencing different emotions L3 Relaxation: breathing techniques L5 Developing a growth mindset L6 Healthy diet L7 Looking after our teeth	**Citizenship** L1 Rules beyond school L2 Our school environment L4 Jobs in our local community L5 Similar yet different- my local community L7 Giving my opinion	**Economic Wellbeing** L1 Where does money come from L2 Exploring needs L3 Exploring wants L4 Bank cards and accounts	**Christopher Winter Project** (SRE and Drugs & Alcohol Education) **Differences:** **Lesson 1:** Differences **Lesson 2:** Male and Female Animals **Lesson 3:** Naming Body Parts

Art & Design	<u>Drawing: Tell a story</u> 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. Outcome: illustrations for core text		<u>Painting and mixed media: Life in colour</u> 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. Outcome: Collage of fire of London		<u>Sculpture and 3D: clay houses</u> 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. Outcome: Clay tile of a castle	<u>Craft and Design: map it out</u> 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. Outcome: Map of how to get to Dragon's cave
Design Technology		**Textiles** <u>Pouches/ sewing/ learning to use a running stich to join two pieces of fabric</u> Learn how to sew a running stitch ready to design, make and decorate a pouch using a template. Linked to Owl Babies.		**Cooking and Nutrition (STEAM WEEK)** Develop a health wrap Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap.		**Structures** <u>Designing a chair for the Princess.</u> 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.

Music	<u>So/Mi</u> **<u>Unit Aim</u>**: To discriminate between higher and lower sounds and understand the So/Mi interval		<u>Playing with Sound</u> **<u>Unit Aim:</u>** To develop children's ability to recognise different ways sounds are made and how they can be changed.		<u>Reading Rhythms</u> **<u>Unit Aim:</u>** To develop children's ability to read and play rhythms confidently and explore the mood of recorded music.	
PE	Invasion Games Throwing Aiming at a target	Dance 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	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
	Multi-Skills Fundamental movements and skills (Able to apply the ABCs with fluency in a range of activities) Feedback Confidence Technique	Invasion skills attack vs defence Problem Solving Leadership Confidence Understanding	Gymnastics Feedback Analysis Technique Physical ability	Athletics Technique Effort Confidence Physical ability	Problem Solving Orienteering Responsibility Understanding Rules Sports Day prep Rules Confidence	Net & Wall skills (Cricket) Technique Confidence Rules

Year 3 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Core text 1:** Princess Smartypants, Babette Cole **Outcomes:** • Retelling a traditional story • Adverts • Character description **Grammar focus:** • Commas in lists • Past tense • Synonyms for said • Coordinating conjunctions **Core text 2:** The Giving Tree Shel Silverstein **Outcome:** Play script **Grammar focus:** Speech, Adverbs **Supplementary texts:** Revolting Rhymes Roald Dahl Don't cook Cinderella F Simon Prince Cinders B. Cole Princes Grace Mary Hoffman	**Core text:** Anansi stories **Outcomes:** • Retelling a known fable • Writing an original fable using film **Grammar focus:** Adjectives, Precise Nouns **Supplementary texts:** 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)	**CC: History** **Outcomes:** • *Report writing* • *Non-chronological report* • *Instructions* • *Myths and Legends* • *Dialogue writing* • *Adventure stories* **Supplementary texts:** 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 **Poetry:** The Sea is hungry by James Reeves	**CC: History Ancient Egypt** **Outcomes:** • Egyptian fairy-tale • stories • Diary writing • Newspaper report **Grammar focus:** • Relative clauses • Imperative Verbs **Supplementary texts:** 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 **Poetry:** The storm man by Grace Nichols (BBC BITESIZE)	**Core text:** Stone Age Boy, Satoshi Kitamura **Outcomes:** • *Diary* • *Instructions* • *Compare and contrast piece of old and modern* ***Grammar focus:*** *Direct speech* Adverbial phrases **Supplementary texts:** The Stone Age: Hunters, Gatherers and Woolly Mammoths Marcia Williams **Poetry:** The sound collector by Roger McGough	**Core text: Non-fiction Pirates** **Outcomes:** Wanted Posters Passport Code of conduct Pirate *Adventure story* *Setting* *Character descriptions* *Action, dialogue* **Supplementary texts:** Horrible Histories Pirates Terry Deary Violet and the Mean and Rotten Pirates R Hamilton **Poetry:** Sweet and Low Alfred Tennyson

	The Frog Prince Fairy tale twists Katie Dale and Matt Buckingham **Poetry:** The King's breakfast By A A Milne I am a princess by Roger Steven The arrow and the Song by Henry Wadsworth Longfellow	**Poetry:** The Magic Box by Kit Wright (BBC BITESIZE Poetry videos)				
Maths	<u>Number sense and exploring strategies within 100</u> • Read, write, order and compare numbers to 100 • Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference • Derive new facts from a known fact. <u>Place Value</u> • Read, write, represent, partition, order and compare 3-digit numbers • Find 10 and 100 more or less • Round to the nearest multiple of 10 and 100	<u>Graphs</u> I• Collect, interpret and present data using charts and tables <u>Addition and subtraction with up to 4 digits</u> • Develop and use a range of mental calculation strategies • Illustrate and explain formal written methods – column method. <u>Length and perimeter</u> • Measure, draw and compare lengths • Add and subtract lengths • Calculate perimeter	<u>Multiplication and division</u> • Understanding multiplicative relationships: commutativity and inverse • Exploring multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10. <u>Calculating with multiplication and division</u> • Multiply and divide by 10 • Multiply a 2-digit number by a 1-digit number • Divide 2-digit by a 1-digit • Correspondence problems.	<u>Time</u> • Tell, record, write and order the time analogue and digital • 12-hour, a.m., p.m. • Measure, calculate and compare durations <u>Fractions</u> • Part-whole relationships • Fractions as part of a whole or a whole set and as a number • Add, subtract, compare and order fractions.	<u>Angles and shape</u> I• Identify angles including right angles and recognise as a quarter of a turn • Identify and draw parallel and perpendicular lines • Draw/make, classify and compare 2-D and 3-D shapes • Measure the perimeter <u>(Length), weight & volume</u> • Read scales with different intervals when measuring mass and volume • Weigh and compare masses and capacities with mixed units • Estimate mass and capacity.	<u>Applying multiplicative reasoning</u> • Representing multiplication and division problems • Solve a one step problem <u>Exploring calculation strategies and place value</u> • Add and subtract mentally • Find 10, 100 and 1000 more or less • Order and compare beyond 1000 • Round numbers

Science

Working Scientifically lower Key Stage 2

Biology: Plants	**Physics: Light**	**Chemistry: Rocks**	**Biology: Animals including Humans**	**Physics: Forces and Magnets**	**Scientific Enquiry**
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	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	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	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	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	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

	cycle of flowering plants Understand the pollination process and the ways in which seeds are dispersed Compare the effect of different factors on plant growth	Investigate how you can change the size of a shadow	fossils are formed Explore different types of soil	Explore the role of muscles	act at a distance Explore the everyday uses of magnets	Making a cake: fair testing, controls and variables Making a cake: scientific enquiry
Computing	<u>Computing systems and networks</u> **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	<u>Creating media</u> **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	<u>Programming A</u> **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 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	<u>Data and information</u> **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	<u>Creating media</u> **Desktop publishing** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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	<u>Programming B</u> **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 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Geography		**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		**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.		**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.
History	**Key Individuals** **Mary Secole** **-**who was she -Herbal remedies The British hospital Nurses now and then Why is she important **Local history unit:** **Turntable and machinery of former swing road bridge Grade: II (List Entry Number: 1385815)** • Develop an awareness of Rotherhithe's past • To identify similarities and differences between ways of life in Rotherhithe		**Ancient Egypt** • Develop an understanding of the Ancient Egyptian time period. • Understand the mummification process. • Recognise the significance of papyrus. • Consider the significance of the role of a Pharaoh. • Consider how Ancient Egyptian inventions are relevant today. • Understand what everyday life was like for men, women and children.		**Stone Age to Iron Age** **British History (taught chronologically)** • Use evidence to investigate what life was like for the Stone Age man to the Iron Age Man. • Explore the changes that took place during the Stone Age and describe their significance. • Use evidence from Skara Brae to find out what life was like towards the end of the Stone Age.	

	through different periods. • Compare an aerial photograph from the past to a modern day map To create a piece of art based on the heritage site, turntable and machinery of former swing road bridge				• Explain how Stone Henge was built. • Discuss reasons why Stone Henge was built. • Describe the major changes that took place from the Stone Age to the Iron Age	
RE	What makes us human?	Where do our morals come from?	Is scripture central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
PSHE/SMSC	**L1:** Class Charter, expectations and brain break reminder **L2 and L3: Mind up: Getting Focused** Lesson 1: How our Brain Works Lesson 2: Mindful Awareness **L4: Zones of regulation** Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones.	**Family and Relationships** L1 Healthy families L2 Friendship conflicts L3 Friendship: conflict vs Bullying L5 Learning who to trust L6 Respecting differences in others L7 Stereotyping gender	**Health and Wellbeing** L1 My healthy diary L3 Wonderful me L5 Resilience: breaking down barriers L6 Communicating my feelings L7 Diet and dental health	**Citizenship** L1 Rights of the child L2 Rights and responsibility L5 Charity L6 Local democracy L7 Rules	**Economic Wellbeing** L1 How do people pay for things L2 Budgeting L3 How do people feel about money L4 What happens when people spend money L5 Career quest	**Christopher Winter Project** (SRE and Drugs & Alcohol Education) **Valuing Difference and Keeping Safe** **Lesson 1:** Body Difference **Lesson 2:** Personal Space **Lesson 3:** Help and Support

	Create zones of regulation posters. **<u>L5: Kapow Introduction Lesson</u>** -Setting ground rules for PSHE lessons. **<u>L6 and L7</u>** **<u>X2 Empathy Lessons</u>** - To recognise and describe how others might feel in different situations. To identify ways to show empathy through actions.					
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 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. Outcomes: Botanical Drawings linked with Science		Craft and Design: Ancient Egyptian scrolls Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'. Outcomes: Egyptian scroll		Outcomes: 3D sculpture Painting and mixed media: Prehistoric Painting Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art. Outcomes: Prehistoric painting	Sculpture and 3D: Abstract shape and space Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa

	unit 'Plants'					
Design Technology		**Mechanical systems** <u>Pneumatic toys</u> 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.		**Cooking and Nutrition (STEAM WEEK)** Eating seasonally 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.		**Textiles** <u>Collars</u> Learning how to cross-stitch and appliqué to decorate and assemble Egyptian collars, which represent the children's unique personalities.
Music	<u>Animal Magic</u> **<u>Unit Aim:</u>** To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.		<u>Rhythm Patterns and Structure</u> **<u>Unit Aim:</u>** To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation.		<u>Make it your own</u> **<u>Unit Aim:</u>** To develop pupils' ability to explore new ways of performing a known song	
PE	Invasion Games Basketball/Handball	Dance Central School of Ballet / Contemporary 'Blushing Unit Develop motifs and perform in groups	Multi Skills Fundamental Movement Balance	Net & Wall Games Volleyball	Striking & Fielding Softball	Athletics Sports day Preparation
	OAA skills Problem Solving Technique Tactics	Invasion Games Passing and Moving with Hands Tag Rugby Skills Communication Understanding Teamwork	Gymnastics Feedback Analysis Physical ability	Multi-Skills Fundamentals of moving Problem Solving Responsibility Confidence	Athletics Technique Effort Confidence Sports Day prep Feedback	Net Games- Throwing and Hitting Tennis Skills Tactics Technique Rules

		Physical Ability			Respect Understanding	
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 Curriculum Map

English	**Core text:** Into the forest, Anthony Browne **Outcomes:** • Letter writing • Dialogue • Story writing including a suspense twist • Imagery **Grammar focus:** • Expanded noun phrases Short sentences • Adverbials of time. • To add rhetorical questions **Supplementary texts:** Grimm's Tale by Phillip Pullman Little Red Riding Hood Gregory cool by Caroline Binch The Lion, the Witch and the Wardrobe S Lewis Macavity-the mystery cat **Poetry:** (BBC BITESIZE Poetry videos) Monster poetry	**Core text:** The Iron Man, Ted Hughs **Outcomes:** • Whole class performance poem • Descriptive piece • Leaflet • Letter • Newspaper report • Thank-you letter **Grammar focus:** • Bullet points • Speech • Expanded noun phrases **Supplementary text:** The Iron Woman by Ted Hughes **Poetry:** (BBC Poetry) by Ted Hughes Fireworks poetry Performance poetry	**Core text:** Voices in the Park, Anthony Browne **Outcomes:** • Diary entry • Play script • Persuasive leaflet • Apology letter • Advertisement **Grammar focus:** • Imperative verbs • Modal verbs • Paragraphs • Pronouns **Supplementary texts:** Author Focus: Anthony Browne Nonfiction: Skeletons and Muscles CC: Sc /geog Habitats –British wildlife and their habitats Earth day The wonder garden GR unit pack CC: Animals including humans **Poetry:** Dragonfly poetry The Tyger William Blake (TW)/My mother saw a Dancing Bear by Charles Causley /I'm a parrot Grace Nichols (BBC)	**Core text:** Treasure Island, original and abridged **Outcomes:** • Character description • Diary entry • Extended ending **Supplementary texts:** The Pirate Story by Robert Louis Stephenson **Poetry:** The Highway man by Alfred Noyes The listener (BBC Bitesize) Someone by Walter de la Mere	**CC: History** **Outcomes:** • Super sentence • Summary • Writing your own version • Alternative ending **Supplementary texts:** Romans on the Rampage Jeremy Strong History hackers: Roman rescue by Tw – original story Escape to Pompeii **Poetry:** Clever Trevor By Benjamin Zephaniah Foot soldiers song	**Core text:** Krindlekrax, Philip Ridley **Outcomes:** Character descriptions, Diary in role, Setting description, Obituary, Suspense, Flashback **Grammar focus:** • Adverbial phrases • Expanded noun phrases • Ellipsis • Past tense **Poetry:** Windy Nights by Robert Louis Stevenson

Maths	<u>Reasoning with large numbers</u> • 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 <u>Addition and subtraction</u> • Select appropriate strategies to add and subtract • Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping	<u>Multiplication and division</u> • Identify and explore patterns in multiplication tables including 7 and 9 • Distributive property including multiplying three 1-digit numbers • Mental multiplication and division strategies using place value and known and derived facts • Short multiplication <u>Discrete and continuous data</u> • Read, interpret and construct pictograms, bar charts and time graphs • Compare tables, pictograms and bar charts	<u>Calculating with multiplication and division</u> • Division using partitioning • Short division <u>Fractions</u> • 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 <u>Time</u> • Analogue to digital, 12 hour and 24-hour • Convert between units of time	<u>Decimals</u> • 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 <u>Area and perimeter</u> • Perimeter of rectangles and rectilinear shapes • Area of rectangles and rectilinear shapes • Investigate area and perimeter shapes Investigate area and perimeter	<u>Solving measures and money problems</u> • Convert units of measure • Select appropriate units to measure • Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically <u>Shape and symmetry</u> • Classify, compare and order angles • Compare and classify 2-D shapes • Identify lines of symmetry Classify, compare and order angles Compare and classify 2-D shapes Identify lines of symmetry	<u>Position and direction</u> • Describe and plot using coordinates • Describe translations <u>Reasoning with pattern and sequences</u> • Roman numerals up to 100 • Place value of other number systems • Number sequences and patterns <u>3-D shape</u> • Use understanding of 3-D shapes • Identify 3-D shapes from 2-D representations

Science	**Biology: Living Things and their Habitats** Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	**Chemistry: States of Matter** Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	**Biology: Animals including humans** Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey	**Physics: Electricity** Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether 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 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductor	**Physics: Sound** Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases	**Biology: Living Things and their Habitats – Conservation** Recognise that environments can change and that this can sometimes pose dangers to living things

Computing	Computing systems and networks **The Internet** 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 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Creating media **Audio production** 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	Programming A **Repetition in shapes** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Data and information **Data logging** 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	Creating media **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	Programming B **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 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
Geography		**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.		**Where does our food come from?** Looking at the distrubution of the world's biomes and mapping food imports from around the world.		**What are rivers and how are they used?** Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.

History	**Key individuals** **Women of NASA- Hidden figures** • Recount the story of Hidden figures. • To learn about the jobs the women did. • Create a biography on one of the women of NASA. • That equality is important, and we should not discriminate against anyone.		**Local history unit:** **Footbridge over Greenland Dock Grade: II (List Entry Number: 1385942)** • Develop an awareness of Rotherhithe's past • To identify similarities and differences between ways of life in Rotherhithe through different periods. • Compare an aerial photograph from the past to a modern day map To create a piece of art based on the heritage site, Footbridge over Greenland Dock		**Roman Empire & impact on Britain** • Learn about the founding of Rome, the Roman ruling • Identify features of a Roman life, system and the expansion of the Roman empire. • The rise of the Roman Empire and what life was like in the Roman army. • Understand why Julius Caesar invaded Britain in 55BC. • Explore the Roman heating system and how they built the aqueducts.	
RE	Are all religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the bible the best-selling book of all time?	

PSHE/SMSC	**L1:** Class Charter, expectations and brain break reminder **L2 and L3: Mind up: Getting Focused** Lesson 1: How our Brain Works Lesson 2: Mindful Awareness **L4: Zones of regulation** Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones. Create zones of regulation posters. **L5: Kapow Introduction Lesson** -Setting ground rules for PSHE lessons. **L6 and L7** **X2 Empathy Lessons** - To recognise and describe how others might feel in different situations. To identify ways to show empathy through actions.	**Family and Relationships** L1 Respect and manners L2 Healthy friendship L4 Bullying L6 Stereotypes: Disability L8 Change and loss	**Ground Work - Brain buddies –** Wellbeing, Zones of Regulation and Mental Health Toolkit **Health and Wellbeing** L1 Looking after our teeth L3 Celebrating mistakes L5 My happiness L6 Emotions L7 Mental health	**Citizenship** L1 What are human rights? L2 Caring for the environment L3 Community L5 Diverse communities L6 Local Councillors	**Economic Wellbeing** L1 Value for money L2 Why keep track of money L3 Looking after money L4 What influences career choices	**Christopher Winter Project** (SRE and Drugs & Alcohol Education) **Year 4 Growing up:** **Lesson 1:** Changes **Lesson 2:** What is Puberty? **Lesson 3:** Healthy Relationships

Art & Design	<u>Drawing: Power prints</u> 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. Outcome: print		<u>Painting and mixed media: Light and Dark</u> 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. Outcome: still life of artefacts		<u>Sculpture and 3D: Mega materials</u> 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. Outcome: Sculpture using recyclable materials	<u>Craft and Design: Fabric of nature</u> 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. Outcome: repeated pattern design
Design Technology		**Structures** <u>Pop-up book</u> Designing and making a helmet for Iron Man, using strengthening techniques to reinforce the shell structure.		**Cooking and Nutrition (STEAM WEEK)** <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.		**Electrical Systems** <u>Torches</u> Evaluating a range of existing torches linked to previous learning about light and designing a functional torch for a target audience.

Music	<u>Pentatonic Music</u> **<u>Unit Aim:</u>** To develop children's ability to recognise and use pentatonic scales and to work with 4 x 4 rhythmic phrase (4 bars of 4 beats)		<u>Painting with Sound</u> **<u>Unit Aim:</u>** To develop children's ability to create, perform and analyse expressive compositions and extend their sound vocabulary.		<u>Playground songs</u> **<u>Unit Aim:</u>** To develop pupils' ability to adapt and perform playground songs.	
PE	Multi Skills (Able to apply the ABCs with fluency in a range of activities) Feedback Confidence Technique	Central School of Ballet / Contemporary 'Blushing Unit Use dynamics and space in choreography	SWIMMING Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations	SWIMMING Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations	Striking & Fielding Softball	Athletics Sports day Preparation
	OAA Problem Solving Problem solving Technique Tactics	Invasion Games - Football Communication Understanding Teamwork Physical Ability	Gymnastics Feedback Analysis Physical ability	Wall Games - Tennis Skills Tactics Technique Rules	Athletics Technique Effort Confidence Sports Day prep Feedback Respect Understanding	Striking Games – Batting and Bowling Technique Consistency

Spanish	**Dates in Spanish** 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.	**Pets in Spanish** 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.	**In a Spanish café** 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.	**Spanish Celebrations** 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.	**Weather in Spain** 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.	**The Amazon rainforest** 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.

Year 5 Curriculum Map

English	**Outcomes:** Autobiography-All about me *Autobiographical recount* **Grammar focus:** *Paragraphing –opening and closing, conjunctions-single and multiclause sentences* CC: History Harriet Tubman Biographical Recount **Grammar focus:** • Synonyms and antonyms • Active and passive tense • Multiclause sentences **Supplementary texts:** Holes Louis Sachar Minty: A story of Young Harriet Tubman Alan Schroeder Harriet Tubman: A Woman of Courage Skelton, Renee **The other side of truth** B Naidoo **Coming to England** Floella Benjamin **Stand together** by Harriet Tubman **I know why the caged bird sings/Still I rise** Maya Angelou	**Core Text: the Wedding Ghost** **Outcomes:** Sleeping Beauty Narrative with Flashback Modern Fairy-tale: The Wedding Ghost • Blurb • Character Description • Setting Description Flashback • Recount • Own narrative with flashbacks **Grammar:** • Cohesive devices • Ellipsis • Adverbials • Imagery Supplementary texts: The Sleeper and the Spindle Neil Gaiman The Wedding Ghost Leon Garfield Phillip Pullman's Grimm Tales **Sonnet 18** by Shakespeare **Red Red Rose** by Robert Burns	**CC: History Artic Explorers** **Core text:** Shackleton's Journey by William Grill **Matthew Henson and Shackleton** **Outcomes:** *Diary Writing, Letter writing – persuasive and recount* **Grammar focus:** Precise nouns Noun phrases **Supplementary texts:** 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 **Poetry:** Macavity-the mystery cat (BBC BITESIZE Poetry videos	**Core text:** The Chocolate Tree, Linda Lowery and Richard Keep **Outcomes:** *Direct address* *Setting description* *Contrasting character descriptions* *Instructions* Supplementary texts: Player by David Wisniewski (Mayan Folktale) Mayan Civilisation, Izzi Howell	**Core text:** Beowolf, Michael Morpurgo **Outcomes:** • *Setting description* • *Character description* • *Suspense extract* • *Narrative* • *Play script* • *Eyewitness report* **Grammar focus:** • Inverted commas • Determiners, prepositions • First person Supplementary texts: 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	**Core text:** Macbeth, William Shakespeare **Outcomes:** • Direct Address • Retelling • Diary • Letter • Eulogy • Discursive/Persuasive piece **Supplementary texts:** Malorie Blackman Knife Edge Macbeth Lois Burdett/Andrew Matthews (Shakespeare) **Poetry:** Witches poem And Act 2 Scene 1 Is this the dagger I see before me? Jabberwocky by Lewis Carol

Maths	Reason with large whole integers R • 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 timetables including calculating intervals	Multiplication and division • Identify multiples and factors • Investigate prime numbers • Multiply and divide by 10, 100 and 1000 (integers) • Multiply and divide using derived facts • Use written methods to multiply and divide • Use a range of mental calculation strategies Perimeter and area • Investigate area and perimeter of rectilinear shapes • Estimate area of non rectilinear shapes	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) • 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 decimal numbers by ten, 100 and 1,000 • Derive addition, subtraction and 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 • 2-D representations of 3-D shapes. Volume • Use cube numbers and notation • Estimate volume • Convert units of volume Problem solving • Negative numbers and calculating intervals across zero • Calculating the mean • Interpret remainders • Investigate numbers: consecutive, palindromic, multiples

Science

Working Scientifically Upper Key Stage 2

Science	**Biology: Plants (DE3)** 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 cycle of flowering plants Understand the pollination process and the ways in which seeds are dispersed Compare the effect of different factors on plant growth	**Biology: Animals including Humans (DE3)** Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey	**ZERO CARBON SCHOOLS PROGRAMME (cross curricula links with Geography, Math and Computing)** Understand the causes and effects of climate change. Look at the global impact, what we can all do about it	**ZERO CARBON SCHOOLS PROGRAMME (cross curricula links with Geography, Math and Computing)** Understand how schools create carbon emissions. Calculate an estimate of RPS's carbon footprint.	**ZERO CARBON SCHOOLS PROGRAMME (cross curricula links with Geography, Math and Computing)** Design and lead projects that aim to reduce RPS's carbon emissions.	**ZERO CARBON SCHOOLS PROGRAMME (cross curricula links with Geography, Math and Computing)** Encourage and inspire others to reduce their carbon emissions and tackle climate change.

Computing	Computing systems and networks **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	Creating media **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	Programming A **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 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Data and information **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	Creating media **Desktop publishing** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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	Programming B **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 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
Geography		**Why do people live near volcanoes? (Year 3 unit)** 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.		**Are all settlements the same? (Year 3 unit)** 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.		**Where does our food come from? (Year 4 unit)** **Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.**

History	**Key individuals: Harriet Tubman** • To know who Harriet Tubman was • To recall some of the key events in Harriet Tubman's life • To understand slavery and why it is abolished today • To why Harriet Tubman was brave • To understand why Harriet Tubman is still important today		**Key individuals Mathew Henson and Tenzing Norgay Literacy link- Historical Explorers through history Exploration** • Learn about why people risked their lives to explore • Know what an explorer would take with them on an expedition • Study the life of Mathew Henson • Create a timeline of explorers expeditions over time • Discuss some significant events from exploration history		**Vikings Beowulf** • Understand what Invading and Settling is. • Investigate reasons why Anglo-Saxons invaded Britain. • Understand where the Vikings came from and how they travelled • Understand the order of Viking raids and explain why the Vikings raided monasteries. • Understand who King Alfred the Great was. • Make inferences from artefacts. • Explain how Christianity came to Britain. • Use evidence to explore how Vikings truly lived.	**Local history unit: Former Dock Managers Office and 1 -14 Dock Offices Grade: II (List Entry Number: 1393869)** • Develop an awareness of Rotherhithe's past • To identify similarities and differences between ways of life in Rotherhithe through different periods. • Compare an aerial photograph from the past to a modern day map • To create a piece of art based on the heritage site, Former Dock Managers Office
RE	Why doesn't Christianity always look the same?	Why do people have to stand up for what they believe in?	What happens when we die?	What happens when we die?	Who should get to be in charge?	Why are some places in the world significant to believers?

PSHE/SMSC	**L1:** Class Charter, expectations and brain break reminder **L2, L3 and L4 Mind up: Getting Focused** Lesson 1: How our Brain Works Lesson 2: Mindful Awareness Lesson 3: Focused Awareness **L5: Zones of regulation** Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones. Create zones of regulation posters. **L6: Kapow Introduction Lesson** -Setting ground rules for PSHE lessons. **L7 and L8** **X2 Empathy Lessons** - To understand how to respond empathetically in complex social situations. To apply empathy to real-life school or community situations.	**Family and Relationships** L2 Friendship skills L3 Marriage L4 Respecting myself L5 Family life L6 Bullying L8 Stereotypes: Race and religion	**Health and Wellbeing** L2 The importance of rest L3 Embracing failure L5 Taking responsibility for my feelings L6 Healthy meals L7 Sun safety	**Citizenship** L1: Breaking the law L2 Rights and Responsibilities L4 Contributing to the community L5 Pressure groups L6 Parliament	**Economic Wellbeing** L1 Why prioritise needs over wants L2 What is a weekly budget L3 What is borrowing and loaning L4 Risks handling money online	**Christopher Winter Project** (SRE and Drugs & Alcohol Education) **Puberty, Relationships & Reproduction -** **Lesson 1:** Talking about Puberty **Lesson 2:** The Reproductive system **Lesson 3:** Help and Support **Groundwork - Brain Buddies Next Steps -** Reviewing Wellbeing Toolkit, Zones of Regulation, Boundaries and Personal Space.

Art & Design	Drawing: Growing Artists (Kapow3) Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud 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. Outcomes: Botanical Drawings linked with Science unit 'Plants'		Craft and Design: Architecture (Kapow 5) 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. Outcomes: design of a monument		Outcomes: 3D sculpture (Kapow3) Painting and mixed media: Prehistoric Painting Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art. Outcomes: Prehistoric painting	Sculpture and 3D: Abstract shape and space (Kapow3) Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa
Design Technology		**Structures** <u>Bridges</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.'		**Cooking and Nutrition (STEAM WEEK)** <u>Developing a recipe</u> Our refreshed Y5 cooking and nutrition unit including opportunities for children to learn a simple curry recipe and adapt it to improve nutritional content.		**Textiles** <u>Bags</u> Designing pattern pieces, making a bag for a specific user and thinking about aesthetics and functionality.

Music	<u>Cyclic Patterns</u> **<u>Unit Aim:</u>** To develop children's ability to perform rhythmic patterns confidently and with a strong sense of pulse.		<u>Instrumental Recorder Lessons</u> **<u>Unit Aim:</u>** To develop children's ability to play known songs on a recorder with correct fingering.		<u>Harmony</u> **<u>Unit Aim:</u>** - To develop pupils' ability to sing and play music in 2-3 parts and transfer known songs to tuned instruments	
PE	Invasion Games Football	Central School of Ballet / Contemporary 'Blushing Unit Perform dances with expression and accuracy	Net & Wall Games Volleyball	Striking & Fielding Softball	Invasion Games Basketball	Invasion Games Football
	OAA Problem Solving 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	**Describing Family and Friends in Spanish** To ask and answer questions about family members. To describe the relationship between family members. To identify the third person singular form of some common verbs. To describe what someone likes to do. To write a short descriptive text about a person. To identify key information in descriptive sentences.	**Spanish Portraits** To use language detective skills to interpret meaning. To describe a person's eyes and hair. To translate portrait descriptions. To describe plural nouns. To describe portraits orally. To compose a written description of a portrait.	**Sports in Spanish** To apply knowledge of verbs when asking and answering questions about sport. To recognise and use imperative verbs to give game instructions. To translate written instructions for the Maya ball game. To use instructional and motivational language when playing the Maya ball game. To identify and classify keywords from instructions for games. To create written instructions for an original ball game.	**Spanish Food and Drink** To express likes and dislikes about food. To ask and answer questions about food preferences. To listen to spoken language and identify food preferences. To deduce a person's pizza choice by finding out their food preferences. To conduct an interview about food preferences. To develop questioning skills to find out about food preferences.	**A trip across Spain** To describe the location of some Spanish cities. To use a range of strategies to widen vocabulary for describing places. To construct sentences describing future plans. To discuss future travel plans. To create a role play conversation about future travel plans.	**Saving South America** To interpret locational language in a description of South America. To construct comparative sentences about South America's environment. To discuss ways to help protect South America's environment. To write a set of instructions for creating a healthy world. To script an advert campaigning for action on South America's environmental problems. To present adverts campaigning for action on South America's environmental problems.

Year 6 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Core text:** Coming to England, Floella Benjamin **Outcomes:** • Chronological report • Newspaper report • Poem • Letter • Speech **Grammar focus:** • Verb tenses • Passive verbs • Expanded noun phrases • Relative clauses **Supplementary texts:** Windrush Child, Benjamin Zephaniah	**Core text:** The Sleeper and the Spindle, Neil Gaiman **Outcomes:** • *Narrative with Flashback* • *Retelling* • *Blurb* • *Character Description* • *Setting Description, Recount* **Grammar:** • Cohesive devices • Ellipsis • Adverbials • Imagery **Supplementary text:** Phillip Pullman's Grimm Tales **Poetry:** Sonnet 18 by Shakespeare Red Red Rose by Robert Burns	**CC: History World War II** **Core text:** Candle in the Dark Adele Geras **Outcomes:** • Chronological report • Diary Entries, • Newspaper reports • Informal letters, formal letters • Persuasive writing **Grammar focus:** • Hyphen • Colon • Semi-colon **Supplementary texts:** When Hitler stole Pink Rabbit J Kerr Mozart Question Micheal Morpurgo Once Maurice Gleitzman Forgotten voices of the second world war Arthur Max Anne Frank Frank H Otto **Poetry:** The soldier by Rupert Brook Dulce Est Decorum Est	**CC: History History World War II** **Outcomes:** Informal letters Formal letters, Persuasive writing **Grammar focus:** • Apostrophes • Brackets and dashes • Formal/informal language **Supplementary texts:** When Hitler stole Pink Rabbit J Kerr Mozart Question Micheal Morpurgo Once Maurice Gleitzman Forgotten voices of the second world war Arthur Max Anne Frank Frank H Otto **Poetry:** The soldier by Rupert Brook Dulce Est Decorum Est	**Core text: Rose Blanche** Narrative, retell, direct address **Grammar focus:** • Imagery • Hyphens • Paragraphing, dialogue **Supplementary texts:** When Hitler stole Pink Rabbit J Kerr Mozart Question Micheal Morpurgo Once Maurice Gleitzman Forgotten voices of the second world war Arthur Max Anne Frank Frank H Otto **Poetry:** The soldier by Rupert Brook Supplementary texts Poetry	**End of Year – Non fiction writing** **Outcomes:** • Persuasive writing (posters) • Playscripts (production) • Letter writing (prom) • Recount (trip)

Maths	Diagnostic assessment to determine the order and length of time taught in each of the following topic units. 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 Fractions and decimals 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 Percentages (with faction and decimal equivalence) Calculate and compare percentages of amounts Connect percentages with fractions Explore the equivalence Decimals and measures 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	Consolidation Project based mathematical learning KS3 preparation

	Missing angles and length Compare and classify a range of geometric shapes Use angle facts to find unknown angles 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 Recognise and construct 3-D shapes Name and illustrate parts of a circle Statistics Calculate the mean Construct and interpret lines graphs and pie charts Compare pie charts Proportion problems Use fractions to express proportion Identify ratio as a relationship between quantities and as a scale factor Unequal sharing involving ratio SATs preparation and consolidation					
Science	**Biology: Living Things and their Habitats** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific	**Physics: Electricity** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of	**Physics: Light** Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light	**Looking after our environment** Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs and bar and line graphs Reporting and presenting findings from enquiries - including conclusions, causal relationships and	**Biology: Animals including Humans** Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are	**Biology: Evolution and inheritance** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not

	characteristics	switches Use recognised symbols when representing a simple circuit in a diagram	sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	explanations of and a degree of trust in results - in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments Using test results to make predictions to set up further comparative and fair tests	transported within animals, including humans	identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
Computing	<u>Computing systems and networks</u> **Communication** 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	<u>Creating media</u> **Web page creation** 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	<u>Programming A</u> **Variables in games** Use sequence, Selection, and repetition in programs; work with variables and various forms of input and output	<u>Data and information</u> **Spreadsheets** 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	<u>Creating media</u> **3D Modelling** 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	<u>Programming B</u> **Sensing** Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Geography		**Can I carry out an independent fieldwork enquiry?** Observing, measuring, recording and presenting their own fieldwork study of the local area.		**Why does population change?** Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.		**Where does our energy come from?** Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.
History	**Key individuals** Windrush In depth study of a significant historical figure **– Benjamin Zephaniah** • Introduce the British Empire and the Transatlantic slave trade • Research and explore the participation of people of Caribbean descent during and after WW2 • Understand bias against certain artefacts from the past. Recognise and discuss the roles of individuals from the Windrush period, understanding why they migrated and being able to evaluate their		**WW2** • When the war started/ended • The countries that fought in the World War • What rationing was • Which places were bombed and why • What the Blitz was and who was affected • What evacuation meant • What D-Day was • Why propaganda was important • The role of men and women during the war How the Second World War changed the world		**Local history unit: London hydraulic pumping station (list number: 1385816)** • Develop an awareness of Rotherhithe's past • To identify similarities and differences between ways of life in Rotherhithe through different periods. • Compare an aerial photograph from the past to a modern day map • To create a piece of art based on the heritage site, London hydraulic power company former pumping station	

	achievements to British history and culture. - Create models local heritage site - Create a map of the local area of Rotherhithe					
RE	Why does religion look different around the world? Part 1	Why does religion look different around the world? Part 2	Why is it better to be there in person?	Why is there suffering? Part 1	Why is there suffering? Part 2	What place does religion have in our world today?
PSHE/SMSC	**L1:** Class Charter, expectations and brain break reminder **L2, L3 and L4 Mind up: Getting Focused** Lesson 1: How our Brain Works Lesson 2: Mindful Awareness Lesson 3: Focused Awareness **L5: Zones of regulation** Remind children of zones of regulation. As a class come up with strategies as to what to do if you find yourself in particular zones. Create zones of regulation posters. **L6: Kapow Introduction Lesson**	**Family and Relationships** L1 Respect L2 Respectful relationships L4 Challenging stereotypes L5 Resolving conflict L6 Change and loss **Groundwork 3 sessions** Next steps Brain Buddies Recap well being toolkit Prep for secondary school	**Health and Wellbeing** L3 Taking responsibility for my health L4 The impact of technology on health L5 Resilience toolbox L6: Immunisation L8 Physical Health concerns	**Citizenship** L1 Human rights L4 Prejudice and Discrimination L5 Valuing diversity L6 National democracy	**Economic Wellbeing** L1 How do people navigate their feelings about money L2 How do people keep money safe L3 What money responsibilities are there in secondary school L4 What are the risks of gambling L6 Career routes	**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. **Extra Kapow Unit – Identity**

	-Setting ground rules for PSHE lessons. **<u>L7 and L8</u>** **<u>X2 Empathy Lessons</u>** - To understand how to respond empathetically in complex social situations. To apply empathy to real-life school or community situations.					- L1 – What is Identity L2 Identity and body language
Art & Design	<u>Drawing: Make my voice heard</u> From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard. Outcomes: Create powerful poster on sustainability		<u>Painting and mixed media: Artist study</u> Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them. Outcome: own piece of art based on their chosen		<u>Sculpture and 3D: Making memories</u> Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning. Outcomes: memory box	<u>Craft and design: Photo opportunity</u> Developing photography skills and techniques to design a range of creative photographic outcomes. Outcome: collective photo album

Design Technology		**Electricity** Make a doodler 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.		**Cooking and Nutrition (STEAM WEEK)** Come dine with me Building on last year's cooking and nutrition unit including optional opportunities to supplement the 'Come dine with me' project with learning about the basic tastes and complementary flavours.		**Digital world:** Navigating the world 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.
Music	Cyclic Music **Unit Aim:** To develop children's ability to perform rhythmic patterns confidently and with a strong sense of pulse.		Harmony **Unit Aim:** - To develop pupils' ability to sing and play music in 2-3 parts and transfer known songs to tuned instruments		Staff Notation **Unit Aim -** To develop pupils' ability to read staff notation.	
PE	Invasion Games Hockey	Dance Central School of Ballet / Contemporary 'Blushing Unit Create and perform complex dance routines with evaluation	Net & Wall Games Volleyball	Striking & Fielding Softball	Invasion Games Basketball	Athletics Sports day Preparation

	OAA Problem Solving 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	**Describing Family and Friends in Spanish** To ask and answer questions about family members. To describe the relationship between family members. To identify the third person singular form of some common verbs. To describe what someone likes to do. To write a short descriptive text about a person. To identify key information in descriptive sentences.	**Spanish Portraits** To use language detective skills to interpret meaning. To describe a person's eyes and hair. To translate portrait descriptions. To describe plural nouns. To describe portraits orally. To compose a written description of a portrait.	**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. 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.	**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 text about an invented robot. To describe the functions of a robot using a persuasive advert. To evaluate and justify a choice of robot.	**A trip across Spain** To describe the location of some Spanish cities. To use a range of strategies to widen vocabulary for describing places. To construct sentences describing future plans. To discuss future travel plans. To create a role play conversation about future travel plans.	**Saving South America** To interpret locational language in a description of South America. To construct comparative sentences about South America's environment. To discuss ways to help protect South America's environment. To write a set of instructions for creating a healthy world. To script an advert campaigning for action on South America's environmental problems. To present adverts campaigning for action on South America's environmental problems.