



# Rotherhithe Primary School Curriculum 2026/27

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 2026/27**

## **Aims and Objectives**

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

## **The Hidden Curriculum**

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

## **Forest School**

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: Kealan Doherty
- History: Sinead Lewis
- Religious Education (RE): Grace Adeyeye
- Geography: Anthony Williams
- Maths: Annalise Loughnan
- Music: Lisa Christiansen
- PSHCE & SMSC: Kealan Doherty
- Science: Alexandra Montgomery

- Physical Education (PE): Conor McTernan
- Spanish: John Deighan

## 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>

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](http://www.sciencemuseum.org.uk/about_us/contact_us.aspx)

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

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

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

## Early Years Foundation Stage Curriculum 2026-2027

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-based curriculum built around teaching children skills and knowledge across seven areas of learning. The Prime **(in bold)** and Specific Areas are:



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



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

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

Aims:

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

- Through our enabling environments indoors and out and supportive positive relationships, each child can develop, learn and play individually.
- We are committed to the principle of learning through well-planned and purposeful play embedded in continuous provision that supports every child's capacity to learn, form relationships and thrive.
- At Rotherhithe, we believe that children should have real and interactive opportunities to experience adventure, risk and challenge both indoors, and out.

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

### **Starting school and settling in:**

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

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

Children are supported to settle 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 to the routines, to make friends and to take part in the activities. It is important to spend a little time at the beginning and end of each day to check in with your child's key person, to exchange information that may help your child to settle easily.

## Curriculum

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

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

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

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

## Mindfulness and Zones of Regulation

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

## Developing literacy skills.

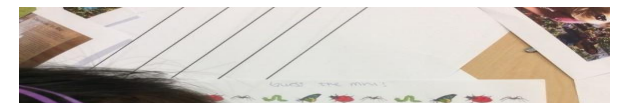
In addition to our continued focus in the early years on communication and language, the children will be following the Read Write Inc programme to help them learn to read and write. This begins in the second term of nursery and then carries on into the reception year.

## Assessment

The early years foundation stage starts at birth and ends when a child has transitioned into year one. Children are assessed throughout the stage. After your child has settled in, a statutory 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



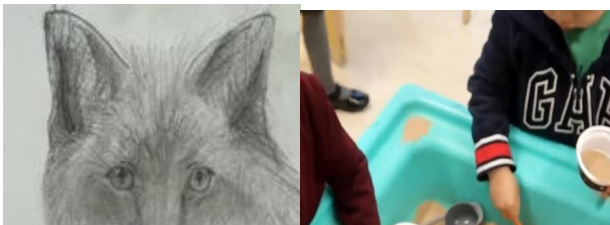
level of development should be writing some compound words

- 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, 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 2026-2027

|                                                                                                         | Nursery Long Term Curriculum Map 2026-2027                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                |
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|                                                                                                         | Autumn 1                                                                                                                                                                                                                  | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                             | Spring1                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                                                                                                                                                                                                                               | Summer 2                                                                                                                                                                                                                                                       |
| Theme                                                                                                   | All About Me<br><i>Settling in</i>                                                                                                                                                                                        | How do we celebrate?<br><i>Seasons</i>                                                                                                                                                                                                                                                                                                                                                                               | Traditional Tales<br><i>Building</i>                                                                                                                                                                                                                                                                                                                                                                                                                          | Transport<br><i>Animals</i>                                                                                                                                                                                                                                                                                                                                                                                                                                          | How do things grow?<br><i>Growing</i>                                                                                                                                                                                                                                                                                                                                                                  | What is out there?<br><i>Transition</i>                                                                                                                                                                                                                        |
| <b>Understanding of the world: People, Culture and Communities</b><br><b>The World Past and Present</b> | <ul style="list-style-type: none"> <li>Stay and Play sessions</li> <li>Birthdays</li> </ul> <p>Talk about families, and who is important to them- start looking into their family history.</p> <p>Look at baby photos</p> | <ul style="list-style-type: none"> <li>Birthdays</li> <li>Fireworks night</li> <li>Halloween</li> <li>Diwali</li> <li>Eid-Ui-Fitr</li> <li>Christmas</li> </ul> <p>Discuss and talk with the children about our different celebrations and why they celebrate them.</p> <p>Talk about why each celebration is special and ask the children to tell you what they and their families do on their celebration day.</p> | <ul style="list-style-type: none"> <li>Birthdays</li> <li>New Years</li> <li>Valentine's Day</li> <li>Chinese New Year</li> <li>Children's Mental Health Week</li> <li>Pancake Day</li> </ul> <p>Talk about different environments – environments in traditional tales and weather</p> <p>Explore different materials – building houses for the three little pigs and castles for the giant. Explore different materials and talk about their properties.</p> | <ul style="list-style-type: none"> <li>Birthdays</li> <li>Mother's Day</li> <li>St. Patrick's Day</li> <li>Science Week</li> <li>Easter</li> </ul> <p>Talk about keeping safe, linking it to road safety (PSED)</p> <p>Look at and talk about the different modes of transportation. Do they move on land, sea or air?</p> <p>Explore how things work- provide mechanical equipment for children to play with: i.e. pegs and boards/pulleys etc.</p> <p>Animals?</p> | <ul style="list-style-type: none"> <li>Birthdays</li> <li>St. George's Day</li> <li>Ramadan &amp; Eid</li> </ul> <p>Natural world - Understand growth and life cycles based on books – Jaspers Beanstalk and The Very Hungry Caterpillar (life cycle)</p> <p>Observing minibeasts, comparing, naming and identifying.</p> <p>Caterpillar eggs?</p> <p>Plant seeds and care for the growing plants.</p> | <ul style="list-style-type: none"> <li>Birthdays</li> <li>Father's Day</li> <li>Sports Day</li> <li>International Day</li> </ul> <p>People: Know about places and people in their wider community talk about new people they will meet when transitioning.</p> |
| Local outings                                                                                           | <ul style="list-style-type: none"> <li><i>Settling in</i></li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>Park walks</li> </ul>                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Park</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Emergency</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Farm</li> </ul>                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Teddy Bears</li> </ul>                                                                                                                                                                                                  |

| and visits        |                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Post Box</li> <li></li> </ul>                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                     | Service Visitors <ul style="list-style-type: none"> <li>Nurse visit</li> </ul>                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Caterpillars</li> <li>Frogs Spawn</li> </ul>                                                                                                                                                                                                                                                                                                                                            | Picnic                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Core books</b> | Together we can By <i>Caryl Hart</i><br>Ruby Goes to Nursery<br>I can do it! By <i>Patricia Hegarty</i><br>So much By <i>Trish Boone</i><br>Lulu's First Day by <i>Anna McQuinn</i><br>Maisie Goes to Nursery by <i>Lucy Cousins</i><br>Owl Babies by Martin Waddle<br>Dear Zoo by Rod Campbell                                                                                           | Diwali By <i>Hannah Elliot</i><br>Christmas Stories<br>Room on the Broom by <i>Julia Donaldson</i><br>Stick Man by Julia Donaldson<br>Kippers' birthday By <i>Mick Inkpen</i><br>Where's Spot - Eric Hill<br>Spots Birthday Party -Eric Hill<br>Peace at last - Jill Murphy<br>The Gruffalo - Julia Donaldson                                                                                                                              | <i>Traditional tales:</i><br>The Three Little Pigs<br>Goldilocks<br>Billy Goat's Gruff<br>The Gingerbread Man<br>Jack and the Beanstalk<br>The little Red Hen                                                                                                                                                                                                                                                                                                                          | <i>Oh, dear by Rod Campbell</i><br>The Odd Egg by <i>Emily Gravett</i><br>Egg drop by <i>Mini Grey</i><br>We're going on a bear hunt by <i>Micheal Rosen</i><br>Am I Yours? By <i>Alex Latimer</i><br>The Naughty Bus by <i>Jan and Jerry Oke</i><br>The Train ride by <i>June Crebbin Thin</i><br>The journey home from Grandpas by <i>Jemima Lumley</i><br>Up Up by <i>Susan Reid</i><br>The boy who sailed the world by <i>Julia Green</i> | The Very hungry Caterpillar by <i>Eric Carle</i><br>The Bad-Tempered Ladybird by <i>Eric Carle</i><br>Lali's Feather by <i>Farhana Zia</i><br>Monkey Puzzle by <i>Julia Donaldson</i><br>Jaspers Beanstalk by <i>Nick Butterworth and Mick Inkpen</i><br>Plant the Tiny Seed by <i>Christie Matheson</i><br>Titch by <i>Pat Hutchings</i>                                                                                      | Walking Through the Jungle by <i>Julie Lacome</i><br>Whatever Next? By <i>Jill Murphy</i><br>Last Stop on Market Street by <i>Matt de la Pena</i><br>We're going on a Lion Hunt by <i>David Axtell</i><br>Sharing a seashell By <i>Julia Donaldson</i><br>Look up By <i>Nathan Byronl</i><br>Beegu by <i>Alexis Deacon</i><br>The Rainbow Fish by <i>Marcus Pfister</i>                                                                             |
| <b>PSED</b>       | <ul style="list-style-type: none"> <li>Settling into routines and relationships</li> <li>Children learn to separate from carers</li> <li>To begin to recognize their own feelings</li> <li>Talk about their family-who is in my family –create a family wall display</li> <li>Help children with learning to share and how we tidy up and why.</li> <li>Understand everyone is</li> </ul> | <ul style="list-style-type: none"> <li>Select and use activities and resources with help</li> <li>Focus on being kind and making the right choices-links to the bad characters in the Diwali story</li> <li><b>What is special about me?</b></li> <li>Learn about special customs and beliefs and why they are special to us.</li> <li>Similarities and differences and how we show respect to each other</li> <li>Children are</li> </ul> | <ul style="list-style-type: none"> <li>Tidying up-tidy up leaders</li> <li>Develop a sense of responsibility</li> <li>Building and showing confidence</li> <li>Adults help children resolve small conflicts</li> <li>Discuss what they are good at, use the 3<sup>rd</sup> little pig and his house of bricks as an example</li> <li>Fairy tales:</li> <li>-explore characters and their actions. Eg Goldilocks and the big bad wolf.</li> <li>-think of stories from other</li> </ul> | <ul style="list-style-type: none"> <li>Practice self-regulation with adults' help-calming corner, breathing techniques, zones of regulation, music, etc.</li> <li>Play with one or more other children, extending and elaborating play ideas</li> <li>More independent at self-care</li> <li>i.e. using the toilet</li> <li>Talk about our feelings-discuss when did they feel happy, sad,</li> </ul>                                         | <ul style="list-style-type: none"> <li>Increasingly following rules, understanding why they are important</li> <li>Playing co-operatively in a group. Children work on projects in groups lead by their own interests.</li> <li>Children build confidence to share their proud moments</li> <li>Remember some rules without needing an adult to remind them</li> <li>Talk about feelings using key vocabulary, such</li> </ul> | <ul style="list-style-type: none"> <li>How are you feeling about going to a new class? Talk to the children about moving to reception class. Lots of transition tasks.</li> <li>Understanding that others may be feeling differently about the change.</li> <li>Practice independence-hanging coats up/going to the toilet/filling up their water bottle</li> <li>Proud moments from the year</li> <li>Keeping healthy food and exercise</li> </ul> |

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|                                                           | <p>different families'/hair/skin tone</p> <ul style="list-style-type: none"> <li>○ Play name games</li> <li>○ Learn areas of the classroom and school routines</li> <li>○ Create a class Charter</li> <li>○ Setting rules and routines; expectations and boundaries</li> <li>○ Discuss class promises and agree on them as a whole class.</li> <li>○ Help children with toileting if needed – let them know that adults are here to help.</li> </ul> <p>Termly Review; my proudest moments from this term</p> | <p>confident in expressing likes and dislikes</p> <ul style="list-style-type: none"> <li>○ Talk about how the characters feel-showing empathy for others</li> <li>○ Cope with short waiting times (use timers)</li> <li>○ Encourage the children to try and use the toilet independently</li> <li>○ Eat independently</li> <li>○ Take off and put on coat independently</li> </ul> <p>Introduce brain breaks and quiet/calm times.<br/>Introduce and teach Rainbow mindfulness at morning carpet time.</p> <p>Termly Review; my proudest moments from this term</p> | <p>perspectives on how the Giant might feel?</p> <ul style="list-style-type: none"> <li>○ Negotiate turn taking and roles</li> <li>○ Seek help when needed</li> <li>○ Using the toilet independently</li> <li>○ Learn about oral hygiene and brushing our teeth</li> </ul> <p>Termly Review; my proudest moments from this term</p> | <p>angry etc.</p> <ul style="list-style-type: none"> <li>○ What makes a great friend: know that words have an impact on others</li> <li>○ How to help one another and what to do if you need help.</li> <li>○ Road safety</li> </ul> <p>Termly Review; my proudest moments from this term</p> | <p>as 'happy' and 'sad'.</p> <ul style="list-style-type: none"> <li>○ Look at how we are growing and changing; What can I do now that I couldn't do before?</li> <li>○ Learn about how to keep healthy food and exercise</li> </ul> <p>Termly Review; my proudest moments from this term</p> | <ul style="list-style-type: none"> <li>○ Transition to Reception</li> <li>○ Look back at the year and what they have all achieved</li> </ul>                                                                                        |
| <b>Physical Development (Fine and gross motor skills)</b> | <p><b>Gross motor Fundamental Movement</b></p> <ul style="list-style-type: none"> <li>○ Experiments with different ways of moving.</li> <li>○ Begin to negotiate space successfully when walking, running and hopping.</li> </ul>                                                                                                                                                                                                                                                                             | <p><b>Gross motor climbing and balance</b></p> <ul style="list-style-type: none"> <li>○ Develop core muscles and strength to pull bodies up on climbing equipment. Work on balance when climbing and traveling over, under and around obstacles.</li> </ul>                                                                                                                                                                                                                                                                                                         | <p><b>Gross motor Jumping Practice</b></p> <ul style="list-style-type: none"> <li>○ Practice pushing feet down into the ground to jump with increased height and distance.</li> <li>○ Wheeled toys</li> <li>○ Bikes, scooters, and other wheeled toys.</li> </ul>                                                                   | <p><b>Gross motor Throwing and catching</b></p> <ul style="list-style-type: none"> <li>○ Develop hand-eye coordination to propel objects further with increased accuracy and catch fast moving objects.</li> <li>○ Wheeled toys</li> <li>○ Bikes, scooters,</li> </ul>                        | <p><b>Gross motor Kicking and batting</b></p> <ul style="list-style-type: none"> <li>○ Develop co-ordination and eye tracking to kick small and large balls and begin to use a bat.</li> <li>○ Wheeled toys</li> <li>○ Bikes, scooters, and other</li> </ul>                                 | <p><b>Gross motor Multi skills and athletics</b></p> <ul style="list-style-type: none"> <li>○ Practice key skills for Sports Day Activities.</li> <li>○ Wheeled toys</li> <li>○ Bikes, scooters, and other wheeled toys.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Children to learn how to ride bikes and scooters</li> </ul>                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Learning to ride scooters, tricycles and other wheeled toys</li> </ul>                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                            | and other wheeled toys.                                                                                                                                                                                                      | wheeled toys.                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                    |
|  | <b>Fine motor</b> <ul style="list-style-type: none"> <li>Rolls, pounds, squeezes and pulls play dough</li> <li>Hold and use a range of small tools and objects such as tambourines, jugs, hammers and mark making tools</li> <li>Begin to turn pages in a book</li> </ul> | <b>Fine motor</b> <ul style="list-style-type: none"> <li>Use paintbrushes to explore creating dots, lines, circular strokes: develop wrist action. Snips with scissors: i.e. creating paper snowflakes</li> <li>Manipulate clay to create</li> <li>diva lamps</li> <li>Use different shape sized cutters for making biscuits</li> <li>Use utensils for cooking in small groups</li> <li>Give meaning to the marks that the children are making/drawing</li> </ul> | <b>Fine motor</b> <ul style="list-style-type: none"> <li>Copies circular, vertical, horizontal strokes and lines with mark making tools</li> <li>Construction with a variety of small materials and tools</li> <li>Beginning to make marks that stand for their name</li> <li>Turn pages of books independently</li> </ul> | <b>Fine motor</b> <ul style="list-style-type: none"> <li>Trace shapes and lines with mark making tools</li> <li>Use windup toys and buttons to make things move and go</li> <li>Turn pages of books independently</li> </ul> | <b>Fine motor</b> <ul style="list-style-type: none"> <li>Planting seeds</li> <li>Begin to form some letters in your name</li> <li>Begin to form some letters learnt in phonics</li> <li>Manipulate playdough to make snakes, and small balls</li> <li>Begin to hold mark making tools with tripod grasp</li> </ul> | <b>Fine motor</b> <ul style="list-style-type: none"> <li>To continue practicing writing your name</li> <li>Begin to form some letters in learnt phonics</li> <li>Use scissors to cut shapes and lines</li> <li>Paint and draw and represent some detail</li> </ul> |
|  | <p>Learn daily routines and handwashing</p> <p>Use the toilet independently and/or ask for help if needed</p> <p>Eat and use utensils with greater independence</p>                                                                                                       | <p>Eat independently</p> <p>Take on and off winter clothes independently</p> <p>Assess risk and use resources and equipment in school safely</p>                                                                                                                                                                                                                                                                                                                  | <p>Learn about oral hygiene and brushing teeth</p> <p>Try and taste different foods</p> <p>Develop breath control for brain breaks</p>                                                                                                                                                                                     | <p>Assess risk and be safe at home and in school; is it safe?</p> <p>Road Safety</p> <p>Talk about the body and name of body parts.</p>                                                                                      | <p>Healthy eating and food</p> <p>Learn about growth and change in humans and animals</p>                                                                                                                                                                                                                          | <p>Learn how to look after our bodies in the hot weather</p> <p>Talk about ways to keep healthy</p>                                                                                                                                                                |

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| <b>Communication &amp; Language</b> | <b>Listening</b>                                                                                                                                                                                                                                                                                      | <b>Listening</b>                                                                                                                                                                                                                                        | <b>Listening</b>                                                                                                                                                               | <b>Listening</b>                                                                                                                                                                                                                                                              | <b>Listening</b>                                                                                                                                                                                       | <b>Listening</b>                                                                                                                                          |
|                                     | Aspect 1: General sound discrimination – environmental sounds<br>Children listen to familiar adults during routines and play.<br>Adults model listening with visual prompts around lanyards.<br>Short circle time games: learning each other's names and likes and dislikes, i.e. "What's your name?" | Aspect 2: General sound discrimination-instrumental sounds<br><br>Aspect 3: General sound discrimination-body percussion<br>Read simple repetitive stories to tune into rhythm and sound<br><br>Children listen to stories and join in repeated phrases | Aspect 4: Rhythm and Rhyme<br><br>Children to listen to peers during role play (e.g. acting out Three little pigs' story)<br><br>Sequence and retell stories; first, then, now | <b>Aspect 5:</b> Alliteration<br><br>Children listen to transport stories and learn about different types of transport. What sounds they make and how they move (Land, sea etc.)                                                                                              | Aspect 6: Voice sounds<br><br>Can children listen to clues and two-part questions/instructions                                                                                                         | Aspect 7: Oral blending and segmenting                                                                                                                    |
|                                     | Encourage children to ask each other and adults simple questions e.g. can I play?                                                                                                                                                                                                                     | Teach story refrains ("Theres no such thing as a Gruffalo").                                                                                                                                                                                            | <b>Understanding</b><br><br>Introduce 2 step instructions                                                                                                                      | <b>Understanding</b><br><br>Understand 'why' questions, such as; why does .....?                                                                                                                                                                                              | <b>Understanding</b><br><br>Show an understanding of how to retell a story from beginning to end. Are they able to use the correct vocabulary to sequence the story (First, then, after that, finally) | <b>Understanding</b>                                                                                                                                      |
|                                     | <b>Understanding</b><br><br>Children begin to follow simple instructions linked to routines and familiar people                                                                                                                                                                                       | <b>Understanding</b><br><br>Children understand simple "how/what/where2 questions.<br>Ask questions while retelling a story "Who lives in a den?"                                                                                                       | <b>Speaking</b><br><br>Use a wider range of vocabulary-focusing on key words above and from books                                                                              | <b>Speaking</b><br><br>Sing a large repertoire of songs, including Nursery Rymes, counting songs<br><ul style="list-style-type: none"> <li>o 5 current buns</li> <li>o 1,2,3,4,5 Once I caught a fish ...</li> <li>o Twinkle Twinkle</li> </ul> London Bridge is falling down | <b>Speaking</b>                                                                                                                                                                                        | <b>Speaking</b><br><br>Children talk about and share what they have enjoyed over the year and what they are excited about when transitioning to Reception |
|                                     | Visual timetable to help children understand what will happen next                                                                                                                                                                                                                                    | <b>Speaking</b><br><br>Children retell simple events from stories using short sentences.                                                                                                                                                                | Talking about sounds (developing vocabulary and language comprehension)                                                                                                        | Can children talk about their own experiences? i.e.: when they are travelling on a mode of transport                                                                                                                                                                          |                                                                                                                                                                                                        | Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions                               |
|                                     | <b>Speaking</b><br><br>Children use single words moving into short phrases about themselves                                                                                                                                                                                                           | Encourage children to retell using props.                                                                                                                                                                                                               |                                                                                                                                                                                |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                        | Use talk to organise themselves and their play                                                                                                            |
|                                     | Rhymes and songs that use the whole hand<br><br>Adults model sentence starters: "I am....", "I like....",<br>"My family...."                                                                                                                                                                          |                                                                                                                                                                                                                                                         |                                                                                                                                                                                |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                        | Develop communication and pronunciation<br><br>Use language related to time; today, tomorrow, yesterday with greater accuracy                             |

|                |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                |
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|                | Circle-time games: Tell me about your favourite toy/food                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                |
| <b>Writing</b> | <ul style="list-style-type: none"> <li>○ Notice some print, such as the first letter of their name, a door number, bus number or a familiar logo</li> <li>○ Enjoy drawing freely and making marks</li> <li>○ Enjoy sharing a book with an adult 1:1, in a small group or whole class</li> <li>○ Pay attention to pictures and words</li> <li>○ Identify favourite books</li> </ul> | <ul style="list-style-type: none"> <li>○ Give meaning to the marks that they are making/drawing</li> <li>○ Listen, repeat and join in with repeated refrains from familiar stories- the Gruffalo/ Room on the broom</li> <li>○ Recognise familiar words in environment and own name</li> <li>○ Talk about and ask questions about illustrations in books</li> </ul> | <ul style="list-style-type: none"> <li>○ Beginning to make marks that stand for their name e.g. large movements</li> <li>○ Develop play around favourite stories using props</li> </ul> | <ul style="list-style-type: none"> <li>○ Understanding 5 key concepts about print</li> <li>○ Print has meaning</li> <li>○ Print can have different purposes</li> <li>○ Read English text from left to right and from top to bottom</li> <li>○ The names of the different parts of a book</li> <li>○ Page sequencing</li> </ul> | <ul style="list-style-type: none"> <li>○ Using initial sounds</li> <li>○ Form/Write some or all their names</li> <li>○ Extended conversations about stories</li> <li>○ Consolidation of phonological awareness related to rhyme and alliteration (spot and suggest rhyme, count or clap syllables in a word, recognize words with the same initial sound)</li> <li>○ Developing</li> </ul> | <ul style="list-style-type: none"> <li>○ Write some letters accurately</li> <li>○ Write some or all their names</li> <li>○ Oral segmenting and blending- developing</li> </ul> |

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| <b>Reading</b>        | <b>Aspect 1: General sound discrimination-environmental sounds</b> <ul style="list-style-type: none"> <li>○ Tuning into sound (auditory discrimination)</li> <li>○ Listening and remembering sounds (auditory memory and sequencing)</li> <li>○ Talking about sounds and developing vocabulary and language comprehension</li> </ul> | <b>Aspect 2: General sound discrimination-instrumental sounds</b><br><b>Aspect 3: General sound discrimination-body percussion</b> <ul style="list-style-type: none"> <li>○ Tuning into sounds (auditory discrimination)</li> <li>○ Listening and remembering sounds (auditory memory and sequencing)</li> <li>○ Talking about sounds (developing) vocabulary and language comprehension</li> </ul> | <b>Aspect 4: Rhythm and rhyme</b> <ul style="list-style-type: none"> <li>○ Tuning into sounds (auditory)</li> <li>○ Listening and remembering sounds (auditory memory and sequencing)</li> <li>○ Talking about sounds (developing vocabulary and language comprehension)</li> </ul> | <b>Aspect 5: Alliteration</b> <ul style="list-style-type: none"> <li>○ Tuning into sounds (auditory discrimination)</li> <li>○ Listening and remembering sounds (auditory memory and sequencing)</li> <li>○ Talking about sounds (developing vocabulary and language comprehension)</li> </ul> | Aspect 6 (Phase 1 Learning with sounds document) <ul style="list-style-type: none"> <li>○ -Voice sounds</li> </ul> <b>Aspect 6: Voice sounds</b> <ul style="list-style-type: none"> <li>○ Tuning into sounds (auditory discrimination)</li> <li>○ Listening and remembering sounds (auditory memory and sequencing)</li> <li>○ Talking about sounds (developing vocabulary and language comprehension)</li> </ul> | <b>Aspect 7: Oral blending and segmenting</b><br><br>Introducing Fred ready for reception                                                                                                                                             |
| <b>Key Vocabulary</b> | New Vocabulary: <ul style="list-style-type: none"> <li>– Happy</li> <li>– Sad</li> <li>– Angry</li> <li>– Scared</li> <li>– Full</li> <li>– Empty</li> <li>– Under</li> <li>– Over</li> <li>– Diwali</li> <li>– Festival</li> <li>– rangoli</li> </ul>                                                                               | New Vocabulary: <ul style="list-style-type: none"> <li>– Rocket</li> <li>– Moon</li> <li>– Bear</li> <li>– Owl</li> <li>– Christmas</li> <li>– Tinsel</li> <li>– Baby</li> <li>– Floating</li> <li>– sinking</li> </ul>                                                                                                                                                                             | New Vocabulary: <ul style="list-style-type: none"> <li>– Mix</li> <li>– Bake</li> <li>– Knead</li> <li>– House</li> <li>– Run</li> <li>– Forest</li> <li>– Big</li> <li>– Small</li> <li>– Hot</li> <li>– cold</li> </ul>                                                           | New Vocabulary: <ul style="list-style-type: none"> <li>– Fast</li> <li>– Slow</li> <li>– Quiet</li> <li>– Loud</li> <li>– Big</li> <li>– Small</li> <li>– Journey</li> <li>– Map</li> <li>– Easter</li> <li>– Egg</li> <li>– Church</li> <li>– Eid</li> <li>– Ramadan</li> </ul>               | New Vocabulary: <ul style="list-style-type: none"> <li>– Grow</li> <li>– Eat</li> <li>– Egg</li> <li>– Climb</li> <li>– Big</li> <li>– Small</li> <li>– Up</li> <li>– Down</li> <li>– Caterpillar</li> <li>– butterfly</li> </ul>                                                                                                                                                                                 | New Vocabulary: <ul style="list-style-type: none"> <li>– Tiger</li> <li>– Snake</li> <li>– Frog</li> <li>– Jump</li> <li>– Cat</li> <li>– Rhyme</li> <li>– Memories</li> <li>– Investigate</li> <li>– Push</li> <li>– pull</li> </ul> |
| <b>Maths</b>          | <ul style="list-style-type: none"> <li>○ Learning the words and</li> </ul>                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>○ Reciting number</li> </ul>                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>○ Begin to recognise and</li> </ul>                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>○ Begin to</li> </ul>                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>○ Children to recognise</li> </ul>                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>○ Children to</li> </ul>                                                                                                                                                                       |

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|                                                              | <p>actions to number songs and rhymes</p> <ul style="list-style-type: none"> <li>○ Notice numbers in their environment</li> <li>○ Exploring numbers 1-5 in different ways e.g. counting on fingers</li> <li>○ Explore buildings with shapes and noticing them in our environment</li> </ul> | <p>names in order from 1- 10; using counting songs e.g. 1,2,3,4,5, once I caught a fish alive.....</p> <ul style="list-style-type: none"> <li>○ Begin to count objects to five using 1:1 correspondence; e.g. fireworks and candles</li> <li>○ Matching numerals and quantities of objects up to 5</li> <li>○ Begin to subitize (up to 3 objects)</li> </ul> | <p>name numerals from 1-10</p> <ul style="list-style-type: none"> <li>○ Using 1:1 correspondence to count up to 5 objects accurately</li> <li>○ Separates a group of three or four objects and can see that the total stays the same</li> <li>○ Comparing size: use Goldilocks and the three bears</li> </ul> | <p>represent quantities using fingers, marks, objects and movements</p> <ul style="list-style-type: none"> <li>○ Begin to recognise and name numerals from 1-10</li> <li>○ Matching a numeral to a quantity (up to 5)</li> <li>○ To know that a quantity changes if one object is taken away or added (one more/one less)</li> <li>○ Count steps, claps, jumps etc. (take children on a journey around the playground using different movements to travel)</li> </ul> | <p>numerals to 10 and begin to recite them in order</p> <ul style="list-style-type: none"> <li>○ Matching the correct number of objects to the corresponding numeral and making links</li> <li>○ Comparing quantities using the vocabulary 'more than' 'fewer than' 'same'</li> <li>○ Representing quantities using fingers, marks, objects</li> </ul> | <p>recognise numerals to 10 and begin to recite them in order</p> <ul style="list-style-type: none"> <li>○ To match a numeral to a quantity (to 5 and beyond)</li> <li>○ Estimating how many objects they can see and check by counting them 1:1</li> <li>○ Create ABAB patterns using colours or objects, i.e. red cube, blue cube, red cube, blue cube.....</li> <li>○ Notice and correct an error in a repeating pattern</li> </ul> |
| <b>Expressive Arts and Design (art, music and role play)</b> | <ul style="list-style-type: none"> <li>○ Explore colour and colour mixing</li> <li>○ Use drawing to represent ideas</li> <li>○ Explore different materials and resources freely</li> <li>○ Start to develop present play,</li> </ul>                                                        | <ul style="list-style-type: none"> <li>○ Listen with increased attention to sounds</li> <li>○ Explore different materials, using their senses to investigate them. Manipulate and play with different materials.</li> <li>○ Using their imagination as they consider what they can do</li> </ul>                                                             | <ul style="list-style-type: none"> <li>○ Join Materials and explore different textures</li> <li>○ Experiment with materials to make simple models which express their ideas- homes and buildings</li> <li>○ Respond to what they have heard, expressing their thoughts and feelings</li> </ul>                | <ul style="list-style-type: none"> <li>○ Take part in simple pretend play, using an object to represent something else even though they are not similar</li> <li>○ Draw with complexity and detail</li> <li>○ Using paintings and drawing to represent emotions</li> <li>○ Remember and</li> </ul>                                                                                                                                                                    | <ul style="list-style-type: none"> <li>○ Begin to develop complex stories using small world equipment, such as dinosaurs, vehicles, figurines</li> <li>○ Sing the melodic shape (moving melody, such as up and down0 of familiar songs</li> <li>○ Sing the pitch of a tone sung by another person (pitch match)</li> </ul>                             | <ul style="list-style-type: none"> <li>○ Make imaginative and complex 'small worlds' around Sealife, such as creatures of the Ocean</li> <li>○ Play instruments with increasing control to express their feelings and ideas</li> <li>○ Create their own songs around one they know</li> </ul>                                                                                                                                          |

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|  | <div>pretending that one represents another</div> <div><div>○ Find our singing voices, explore vocal sounds through singing, instruments and the environmental sounds</div></div> | <div>with different materials.</div> |  | <div>sing entire songs</div> | <div><div>○ Show different emotions in their drawings and paintings</div></div> |  |
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# Rotherhithe Primary School Reception

## Long Term Plan 2026-27

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

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| <b>Communication &amp; Language</b> | <b>Listening &amp; Attention:</b><br>Listen and respond for short whole class carpet sessions<br>Listen and participate in small group sessions<br>Introduce circle time object for children to pass around and take turns talking within a larger group<br><b>Speaking:</b><br>Practice requests necessary for school eg "Can I have a turn?" "I need the toilet"<br>Create a home language display in collaboration with parents.<br>Play with sounds in words through phase one phonics songs and activities<br><b>Understanding:</b><br>Play games and songs with instructions eg. Simon says<br>Practice transitions with key instructions eg. Now it's time for fruit<br>Sequence the order of the day with the visual timetable<br><b>Rhyme Time:</b><br>Create a bank of children's favourite and familiar rhymes<br>Name songs<br>Hello & Good bye song<br>Please & Thank you | <b>Listening &amp; Attention:</b><br>Join in retelling stories with repetitive refrains in core stories<br><b>Speaking:</b><br>Act out and retell the stories using props and a story sack<br>Play with words and sounds.<br><b>Understanding:</b><br>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<br>Answer who, what, where questions about the core texts.<br><b>Rhyme Time:</b><br>I see the wind<br>I hear thunder<br>What's the weather?<br>Christmas performance<br><b>Language for Thinking</b><br>Blanks Levels of Language questioning | <b>Listening &amp; Attention:</b><br>Join in retelling stories and build the core story<br>Take part in a whole class story whoosh.<br><b>Speaking:</b><br>Children to present, explain and talk who their superheroes are and talk about what qualities makes a good superhero.<br><b>Understanding:</b><br>Understanding how we use a passport to travel.<br>Understanding the role of a superhero.<br>Generate questions for special visitor (Local hero)<br><b>Rhyme Time:</b><br>How to be a superhero.<br>The superhero parade.<br>Im a superhero.<br>If I could be a superhero.<br><b>Story Telling:</b><br>Act out the story "Traction Man" with props. Change parts of the story.<br><b>Language for Thinking</b><br>Blanks Levels of Language questioning for the In Space Scene. | <b>Listening &amp; Attention:</b><br>To learn dances with instructional actions<br>To sustain attention concentration for a performance<br><b>Speaking:</b><br>Talking about what we need for a plant to grow.<br>Making lists with our friends in how we can plant a bean.<br>Talk in length about the lifecycle of a butterfly.<br><b>Understanding:</b><br>Children to generate questions about the topic – create a class KWL<br>Begin to understand why and how questions<br>Use and apply language related to measure<br><b>Rhyme Time:</b><br>Incey Wincey Spider<br>Baby Bumblebee<br>Worm at the bottom of my garden<br>Baby butterfly<br>Tiny Caterpillar on a Leaf<br><b>Story Telling:</b><br>Create stories about minibeasts on story maker and retell using story words<br><b>Language for Thinking</b><br>Blanks Levels of Language questioning for jack climbing the beanstalk scene | <b>Listening &amp; Attention:</b><br>To listen and recall the main events of the story and retell the core stories.<br>Retell the core story – pirate stew.<br><b>Speaking:</b><br>To talk about their holidays and share pictures on Tapestry<br>To speak about ways to keep healthy and share their personal experiences.<br>To talk about what pirates might put in their stew.<br>To role play with a partner in how pirates behave.<br>To follow two – three part instructions when following their treasure maps.<br><b>Rhyme Time:</b><br>This is the way<br>Im a pirate<br>Over the deep blue sea.<br><b>Story Telling:</b><br>Create stories about superheroes on story maker<br><b>Language for Thinking</b><br>Blanks Levels of Language questioning for the pirate scene | <b>Listening &amp; Attention:</b><br>Listening to different animals in their habitats<br><b>Speaking:</b><br>Present and explain where different animals might live.<br>Explain the difference between a farm, a pet shop and a zoo.<br>Asking and answering questions with their peers about their work.<br>To use the words 'because' accurately<br><b>Understanding:</b><br>Children generate questions about the topic – create a class KWL chart<br><b>Rhyme Time:</b><br>Walking in the jungle<br>Down in the jungle<br>How much is that doggy in the window<br>Bingo was in name-o<br>5 little dogs<br>Were going to the Zoo<br><b>Story Telling:</b><br>Create stories about animals and use story words and extend with adjectives<br><b>Language for Thinking</b><br>Blanks Levels of |
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|                                                                                                                        | <b>Time to Talk:</b><br>Explore the story<br>"Would you Rather"<br>and "You Choose"<br>Talking tables in small groups<br><br><b>Language for Thinking</b><br>Blanks Levels of<br>Language questioning<br>for Super Duper You                  |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                | Language questioning<br>for a rainforest scene                                                                                                                                                                                         |
| <b>Key Vocabulary</b>                                                                                                  | <b>New Vocabulary:</b><br><br>- me<br>- my<br>- name<br>- family<br>- friend<br>- feelings<br>- happy<br>- sad<br>- kind<br>- body<br>- grow<br>- same<br>- unique<br>- different                                                             | <b>New Vocabulary:</b><br><br>- once upon a<br>time<br>- castle<br>- forest<br>- giant<br>- king<br>- queen<br>- prince<br>- princess<br>- fairy<br>- magic<br>- hero<br>- villain                                                                                                        | <b>New Vocabulary:</b><br><br>- superhero<br>- hero<br>- power<br>- brave<br>- strong<br>- help<br>- save<br>- costume<br>- mask<br>- cape<br>- good<br>- kind                                                                     | <b>New Vocabulary:</b><br><br>- caterpillar<br>- egg<br>- leaf<br>- hungry<br>- eat<br>- food<br>- grow<br>- bigger<br>- change<br>- cocoon<br>- chrysalis<br>- butterfly<br>- days                                                                        | <b>New Vocabulary:</b><br><br>- pirate<br>- ship<br>- captain<br>- crew<br>- treasure<br>- map<br>- island<br>- sea<br>- adventure<br>- flag<br>- sword<br>- chest                                                                             | <b>New Vocabulary:</b><br><br>- pet<br>- animal<br>- dog<br>- cat<br>- fish<br>- bird<br>- care<br>- food<br>- water<br>- home<br>- kind<br>- gentle<br>- habitat<br>-                                                                 |
| <b>PSED</b><br><b>School Values</b><br>Ambition,<br>Creativity,<br>Courage,<br>Empathy,<br>Resilience, and<br>Respect. | <b>Making relationships</b><br>Play name games with<br>children to get to know<br>one another<br>Share likes and dislikes.<br>Use the text "We are all<br>welcome"<br>Role play 'conflict<br>resolution' with children<br>and equip them with | <b>Making relationships</b><br><i>Use a puppet who is<br/>         new to the class to<br/>         revise the class<br/>         charter</i><br><i>Play ring games<br/>         together indoors and<br/>         outdoors eg.</i><br><i>Parachute games</i><br><i>The Squirrels who</i> | <b>Making relationships</b><br>Make a kindness chain<br>in the classroom using<br>the story "Be Kind" as a<br>stimulus.<br>Role play scenes of how<br>to be kind eg. Helping<br>someone when they<br>fall.<br><b>Understanding</b> | <b>Making relationships</b><br>Where the veggies in the<br>Supertato series good<br>friends why? What makes a<br>good friend? What<br>superpowers do good<br>friends have. Create a list<br>together.<br><b>Sense of self</b><br>What makes each one of us | <b>Making relationships</b><br>Use the story "Meesha<br>Makes Friend" to<br>explore the theme of<br>friendship<br>Discuss the Giant in<br>Jack and the Beanstalk<br>how is he feeling?<br>Listen to the story being<br>retold from the Giant's | <b>Making relationships</b><br>Work collaboratively<br>with a group to create<br>their habitat box,<br>sharing ideas and<br>taking turns<br>Begin to do activities<br>with their new teacher<br>to build up a<br>relationship with new |

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|  | <p>language for turn taking and sharing</p> <p>Introduce the areas of the classroom and model how to play in the different areas</p> <p>Discuss pictures on Tapestry with the class, creating displays of the children in the different areas playing together</p> <p>Talking tables for children to get to know one another</p> <p><b>Understanding emotions</b></p> <p>Introduce red, blue, yellow and red zone to children. Encourage children to share experiences. Link to core stories and use of puppets.</p> <p>Introduce brain breaks</p> <p><b>Create a class Charter</b></p> <p>Discuss class promises and agree on them as a whole class.</p> | <p><i>Squabbled By Rachel Bright and Jim Field to explore sharing</i></p> <p><i>Play turn taking games in small groups</i></p> <p><b>Understanding emotions</b></p> <p><b>Zones of Regulation</b></p> <p>Create social stories from pictures on Tapestry to link the zones of regulation and role play</p> <p><b>How our Brain Works:</b></p> <p>Introducing Brain Breaks.</p> <p>introducing the guard dog, the wise owl and the hippo.</p> <p><b>Diversity Month</b></p> <p>Activities to planned across the school</p> | <p><b>emotions</b></p> <p>Discuss how to get to the green zone.</p> <p>Practice a range of calming techniques and encourage children to choose the ones that they find works best for them.</p> <p><b>Road safety</b></p> <p>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.</p> <p><b>Children's Mental Health Week</b></p> <p>A range of activities to take place across the school this week.</p> | <p>a superhero. What everyday super powers do we have. Link to the school values and share through stories and use of puppets.</p> <p><b>Understanding emotions</b></p> <p>Children to continue to build on their toolbox of techniques and strategies that help them to be calm.</p> <p>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?</p> <p><b>Mindup!</b></p> <p>Mindful Seeing, Mindful Smelling, Mindful Tasting</p> | <p>perspective.</p> <p><b>Sense of self</b></p> <p>Explore the story "Along came a different" to discuss difference between us all. Learn the song "We are Amazing" talk about differences.</p> <p><b>Understanding emotions</b></p> <p>Explore the blue zone linked to the Giant. Expand on vocabulary for the blue zone. Talk about times children were sad and lonely. What can help? When you feel this way.</p> | <p>staff</p> <p>Talk about Acts of Kindness Doing something kind for someone else. How can we help our friends? How can we help our school? How can we help our wider community and wider world (adopting an endangered animal)</p> <p><b>Understanding emotions</b></p> <p>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.</p> |
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| <b>PSHE<br/>Kapow</b>                                                                                                                                                    | <b>Empathy Lesson</b><br>-To Recognise and respect other people's feelings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Self-Regulation</b><br>-Identifying my feelings<br>Coping strategies<br>-Emotional adjectives<br>-Facial expressions                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Building Relationships</b><br>-Special people<br>-Sharing<br>-I am unique<br>-Similarities and differences<br>-Sharing<br>-What makes a good friend<br>-Being a good friend                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Building Relationships</b><br>-Special people<br>-Sharing<br>-I am unique<br>-Similarities and differences<br>-Sharing<br>-What makes a good friend<br>-Being a good friend                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Managing Self</b><br>-Why do we have rules<br>-Building towers<br>-Team races<br>-What is exercise?<br>-Being a safe pedestrian<br>-Eating Healthy                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Managing Self</b><br>-Why do we have rules<br>-Building towers<br>-Team races<br>-What is exercise?<br>-Being a safe pedestrian<br>-Eating Healthy                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Physical development</b><br><br><b>Physical Education Specialist - GROSS MOTOR</b><br><br><b>FINE MOTOR</b><br><b>Nina Birch</b><br><br><b>Health &amp; Self care</b> | <b><u>Physical Education Specialist</u></b><br><b>Fundamental Movement and spatial awareness</b> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Activities, such as Jelly Bean or Be an Animal games<br><br><b><u>Gross motor</u></b><br>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor<br><br>Experiments with different ways of moving. - rolling, crawling, walking, jumping, running, hopping, skipping and climbing. | <b><u>Physical Education Specialist</u></b><br><b>Working as part of a team – throwing at a target</b><br>Sliding a beanbag to a partner, throwing bean bags/bibs into hoops<br><br><b><u>Gross motor</u></b><br><b>Balance</b><br>Travels with confidence and skill around, under, over and through balancing and climbing equipment<br><br><b><u>Fine motor</u></b><br>Develop the foundations of a handwriting style which is fast, accurate and efficient.<br><br>Engage children in structured activities: guide them in what to | <b><u>Physical Education Specialist</u></b><br><b>Starting to throw and catch, working as part of a small group</b><br>Activities such as throwing a scarf or bib to a partner, sliding a beanbag to a partner, group/class games such as duck duck goose and parachute games<br><br><b><u>Gross motor</u></b><br><b>Agility</b><br>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.<br><br><b><u>Fine motor</u></b><br>Teach and model correct letter formation<br><br>Start Nina Birch | <b><u>Physical Education Specialist</u></b><br><b>Kicking with feet and using different parts of the body</b><br>Activities, such as dribbling a football, then developing into adding in obstacles to navigate, sending and receiving using feet<br><br><b><u>Gross motor</u></b><br><b>Co-ordination Ball skills</b><br>Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.<br><br><b><u>Fine motor</u></b><br>Regular repetition so that correct formation becomes fluent<br><br>Nina Birch Handwriting Scheme | <b><u>Physical Education Specialist</u></b><br><b>Gymnastics, body awareness and making shapes</b><br>Balancing using different body parts, making shapes with your body, different movements and jumps. Copying a partners movements.<br><br><b><u>Gross motor</u></b><br><b>Dance Gymnastics</b><br>Jumps off an object and lands appropriately. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.<br><br><b><u>Fine motor</u></b><br>Continuously check the process of children's handwriting (pencil grip and letter formation).<br><br>Nina Birch Handwriting | <b><u>Physical Education Specialist</u></b><br><b>Racket games, control and accuracy</b><br>Using tennis rackets to move beanbags and foam balls around a space, hitting a foam ball against a wall, team games<br><br><b><u>Gross motor</u></b><br><b>Multi skills and Athletics</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.<br><br><b><u>Fine motor</u></b><br>Nina Birch Handwriting Scheme<br><br><b><u>Health &amp; Self Care</u></b><br>To know a range of ways to keep healthy, |

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|  | <p><b>Fine motor</b><br/>Use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>Encourage children to draw freely</p> <p><b>Health &amp; Self Care</b><br/>To make independent choices for school lunches and request foods they like in the canteen</p> <p>To carry their lunch tray independently and use cutlery to feed themselves</p> <p>To use the toilet independently in school and request the toilet when needed</p> <p>To put on aprons independently when choosing to play in the creative area or water tray</p> <p>To look after personal belongings by hanging their coat up and putting their book bag in their tray</p> <p>Learn to use equipment in the</p> | <p>draw, write or copy</p> <p>Mark making - pre – writing marks (Nina Birch)</p> <p><b>Health &amp; Self Care</b><br/>Talk about the changed in their body when engaging with exercise</p> <p>To look after their additional belonging for winter, eg gloves, hats and scarves; to be able to take them on and off and store them appropriately</p> <p>To know how to move and store equipment safely and take carefully considerations about risks they take when playing</p> | <p>Handwriting Scheme</p> <p><b>Health &amp; Self Care</b><br/><b>Children's Mental Health Week</b><br/>Understand different emotions for the Zones of Regulation</p> <p>Children to explore ways of keeping a healthy brain and mind as well as physical body</p> <p>Begin to talk about physical changes in the body when discusses different seasons and weather</p> | <p><b>Health &amp; Self Care</b><br/>To talk about a healthy range of foods.</p> <p>Learn why it is important to make healthy food choices.</p> <p>Learn how to sort food into food groups and how to make a balanced meal.</p> | <p>Scheme</p> <p><b>Health &amp; Self Care</b><br/>Children to know a range of ways to help them look after their emotional health by having a tool box of strategies to help regulate their own emotions.<br/>For children to learn about the importance of oral hygiene and know how to brush their teeth effectively</p> | <p>to develop language through the hospital role play</p> <p>Children to learn the names of different organs in the body and learn more about human growth, change and development</p> |
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|                        | school's provision safely                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                 |
|                        | To wash and dry hands effectively                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                 |
| <b>Reading<br/>RWI</b> | <ul style="list-style-type: none"> <li>o RWI lessons – read individual letters by saying the sounds for them and starting to blend sounds into words</li> <li>o Shared reading of the core stories</li> <li>o Children to bring in their favourite story to read</li> <li>o Create a “favourite stories” box as a class together</li> <li>o Story sacks and props for each of the traditional tales for retelling</li> <li>o Newspapers, magazines, recipes books for the home corner</li> <li>o Phonics: Read Write Inc</li> </ul> | <ul style="list-style-type: none"> <li>o RWI lessons – read some ‘special friends’ (two letters that come together to make one sound) and continue blending to read words</li> <li>o Shared reading of the core stories</li> <li>o Guided reading begins</li> <li>o Reading Café begins</li> <li>o Story sacks &amp; props</li> <li>o Non-fiction texts about seasons</li> <li>o Take home banded books begin</li> <li>o Make class book of children's own stories</li> <li>o Phonics: Read Write Inc</li> </ul> | <ul style="list-style-type: none"> <li>o RWI lessons – read a few common exception words (red words) and to begin to read simple phrases</li> <li>o Re-read books to build up confidence in word reading and their fluency and understanding</li> <li>o Shared reading of the core stories</li> <li>o Guided reading</li> <li>o Reading Café</li> <li>o Story sacks &amp; props</li> <li>o Take home banded books</li> <li>o Share books and stories about places around the world</li> <li>o Make class book of children's own stories</li> <li>o Phonics: Read Write Inc</li> </ul> | <ul style="list-style-type: none"> <li>o RWI lessons – read simple sentences made up of words with known letter-sound correspondences</li> <li>o Re-read books to build up confidence in word reading and their fluency and understanding</li> <li>o Shared reading of the core stories</li> <li>o Guided reading</li> <li>o Reading Café</li> <li>o Story sacks &amp; props</li> <li>o Take home banded books</li> <li>o Story Maker</li> <li>o Phonics: Read Write Inc</li> </ul> | <ul style="list-style-type: none"> <li>o RWI lessons</li> <li>o Re-read books to build up confidence in word reading and their fluency and understanding</li> <li>o Shared reading of the core stories</li> <li>o Guided reading</li> <li>o Reading Café</li> <li>o Story sacks &amp; props</li> <li>o Take home banded books</li> <li>o Story Maker</li> <li>o Phonics: Read Write Inc</li> </ul> | <ul style="list-style-type: none"> <li>o RWI lessons</li> <li>o Shared reading of the core stories</li> <li>o Guided reading</li> <li>o Reading Café</li> <li>o Story sacks &amp; props for the Gruffalo</li> <li>o Take home banded books</li> <li>o Story Maker</li> <li>o Phonics: Read Write Inc</li> </ul> |
| <b>Writing</b>         | <b>Writing Outcomes – All About Me</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Writing Outcomes – Once upon a time</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Writing Outcomes – Superheroes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Writing Outcomes – Beans and Butterflies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Writing Outcomes – Pirates</b>                                                                                                                                                                                                                                                                                                                                                                  | <b>Writing Outcomes – If I had a.....</b>                                                                                                                                                                                                                                                                       |

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|                      | <p>Week 1 LO: To write my name/to draw and construct a self portrait</p> <p>Week 2 LO: To write a I can/I am sentence/I can write words to show who I am</p> <p>Week 3:LO: I can draw my family/I can write labels (labels of family drawing -Mum dad)</p> <p>Week 4: LO: I can describe my hair - words/labels/sentences</p> <p>Week 5: LO: I can write a book I am me (add into free flow)</p> | <p>Week 1 LO: To write a list.</p> <p>Week 2 LO: To write a recipe for the gingerbread men and make your own gingerbread men.</p> <p>Week 3:LO: I make a lost poster for the gingerbread man.</p> <p>Week 4: LO: I can create an alternate ending for The Three Little Pigs.</p> <p>Week 5: LO: To write an invitation to a party.</p> <p>Week 6: To create an extended ending for a familiar fairytale story.</p> | <p>Week 1 LO: To create a passport.</p> <p>Week 2 LO: To label costumes that superheroes wear eg cape etc.</p> <p>Week 3:LO: To create a list.</p> <p>Week 4: LO: To invent stories – superheroes.</p> <p>Week 5: LO: To create mini rescue reports.</p>                                                                                           | <p>Week 1 LO: To create a list</p> <p>Week 2 LO: To plant a bean and to create a bean diary.</p> <p>Week 3:LO: To create character speech bubbles for 'Jack and the Beanstalk'.</p> <p>Week 4: LO: To create a butterfly diary.</p> <p>Week 5: LO: To write a butterfly description.</p> <p>Week 6: LO: To create an alternate story for The Very Hungry Caterpillar.</p>  | <p>Week 1 LO: To create a set of instructions.</p> <p>Week 2 LO: To create a wanted poster for a pirate.</p> <p>Week 3:LO: To create a diary.</p> <p>Week 4: LO: To create a storm description.</p> <p>Week 5: LO: To begin to write a pirate story</p>                                         | <p>Week 1: If I had a ...sentences</p> <p>Week 2: If I had a... book</p> <p>Week 3: Lists and instructions</p> <p>Week 4: Retelling a story</p> <p>Week 5: Rewriting a known story.</p>                                                                                                                |
|                      |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                        |
| <b>Maths Mastery</b> | <p><b>Developing Early Mathematical Concepts U1</b></p> <p>Classifying objects based on one attribute</p> <p>Matching equal and unequal sets</p> <p>Comparing objects and sets</p> <p>Ordering objects and sets</p> <p><b>Pattern and Early Number U2</b></p> <p>Recognise, describe,</p>                                                                                                        | <p><b>Number within 6 U3</b></p> <p>Count up to six objects.</p> <p>One more or one fewer</p> <p>Order numbers 1 – 6</p> <p>Conservation of numbers within six</p> <p><b>Addition and Subtraction within 6 U4</b></p> <p>Explore zero</p> <p>Explore addition and subtraction</p>                                                                                                                                  | <p><b>Numbers within 10 U7</b></p> <p>Count up to ten objects</p> <p>Represent, order and explore numbers to ten</p> <p>One more or fewer, one greater or less</p> <p><b>Calendar and Time U8</b></p> <p>Days of the week, seasons</p> <p>Sequence daily events</p> <p><b>Addition and Subtraction within 10 U9</b></p> <p>Explore addition as</p> | <p><b>Numbers within 15 U11</b></p> <p>Count up to 15 objects and recognise different representations</p> <p>Order and explore number patterns to 15</p> <p>One more or fewer</p> <p><b>Doubling and Halving U12</b></p> <p>Doubling and halving</p> <p>Relationship between doubling and halving</p> <p><b>Shape and Pattern U13</b></p> <p>Describe and sort 2-D and</p> | <p><b>Securing addition and subtraction facts U14</b></p> <p>Commutativity</p> <p>Explore addition and subtraction</p> <p>Compare two amounts</p> <p><b>Number patterns within 20 U15</b></p> <p>Count up to 10 and beyond with objects</p> <p>Represent, compare and explore numbers to 20</p> | <p><b>Money U17</b></p> <p>Coin recognition and values</p> <p>Combinations to total 20p</p> <p>Change from 10p</p> <p><b>Measure U18</b></p> <p>Describe capacities</p> <p>Compare volumes</p> <p>Compare weights</p> <p>Estimate, compare and order lengths</p> <p><b>Explorations of pattern</b></p> |

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|                         | copy and extend colour and size patterns<br>Count and represent the numbers 1 to 3<br>Estimate and check by counting                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Measure U5</b><br>Estimate, order compare, discuss and explore capacity, weight and lengths<br><b>Shape and Sorting U6</b><br>Describe, and sort 3 D shapes<br>Describe position accurately                                                                                                                                                                                                                                                                                                                                                                        | counting on and subtraction as taking away<br><b>Grouping and Sharing U10</b><br>Counting and sharing in equal groups<br>Grouping into fives and tens<br>Relationship between grouping and sharing                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3-D shapes<br>Recognise, complete and create patterns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | One more or fewer<br><b>Number patterns beyond 20 U16</b><br>One more one less<br>Estimate and count<br>Grouping and sharing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>within number U19</b><br>Explore numbers and strategies<br>Recognise and extend patterns<br>Apply number, shape and measures knowledge<br>Count forwards and backwards |
| <b>Mastering Number</b> | <b>Subitising</b><br>Perceptually subitise within 3<br>Identify sub-groups in larger arrangements<br>Create their own patterns for numbers within 4<br>Practise using their fingers to represent<br>Experience subitising in a range of contexts<br><br><b>Cardinality, ordinality and counting</b><br>relate the counting sequence to cardinality<br>opportunities to develop their knowledge of the counting sequence<br>opportunities to develop 1:1 correspondence<br>opportunities to develop an understanding that anything can be counted | <b>Subitising</b><br>Continue from first half-term<br>Subitise within 5, perceptually and conceptually, depending on the arrangements.<br><br><b>Cardinality, ordinality and counting</b><br>continue to develop their counting skills<br>explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand<br>begin to count beyond 5<br>begin to recognise numerals, relating these to quantities they can subitise and count.<br><br><b>Composition</b><br>explore the concept of 'wholes' and 'parts' by looking at a range of objects that are | <b>Subitising</b><br>increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements<br>explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part<br>experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns. ,<br>continue to develop verbal counting to 20 and beyond<br><br><b>Cardinality, ordinality and counting</b><br>continue to develop object counting skills, using a range of strategies to develop accuracy<br>continue to link counting to | <b>Subitising</b><br>explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.<br><br><b>Cardinality, ordinality and counting</b><br>continue to consolidate their understanding of cardinality, working with larger numbers within 10<br>become more familiar with the counting pattern beyond 20.<br><br><b>Composition</b><br>explore the composition of odd and even numbers, looking at the 'shape' of these numbers<br>begin to link even numbers to doubles<br>begin to explore the composition of numbers within 10.<br><br><b>Comparison</b><br>compare numbers, reasoning about which is more, using both an | <b>Subitising</b><br>continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns<br>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<br>subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10<br>be encouraged to identify when it is appropriate to count and when groups can be subitised.<br><br><b>Cardinality, ordinality and counting</b><br>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.   |

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|                                                                                                  | <p>explore a range of strategies which support accurate counting.</p> <p><b>Composition</b><br/>see that all numbers can be made of 1s compose their own collections within 4.</p> <p><b>Comparison</b><br/>understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.</p> | <p>composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5.</p> <p><b>Comparison</b><br/>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p> | <p>cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number.</p> <p><b>Composition</b><br/>continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'.</p> <p><b>Comparison</b><br/>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.</p> | <p>understanding of the 'how manyness' of a number, and its position in the number system.</p>                                                  | <p>verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting.</p> <p><b>Composition</b><br/>explore the composition of 10.</p> <p><b>Comparison</b><br/>order sets of objects, linking this to their understanding of the ordinal number system.</p> |                                                                                                                                     |
| <p><b>Understanding of the World Science</b></p> <p>Developing Experts<br/><b>See Rocket</b></p> | <p><b>Our Body</b><br/>Learn about your body parts: the arms, legs and chest, hands, feet, eyes, nose, ears, mouth and hair. Discover how our bodies change.</p>                                                                                                                                                                                                                                                              | <p><b>Weather and Seasons</b><br/>Learn about rain, ice and water. Describe why the air moves. Explore snow and melting. Discover how rainbows are formed.</p>                                                                                                                                                                                                                                                                    | <p><b>Space</b><br/>Explore outer space. Discover why rockets are important.</p> <p><b>Forces</b><br/>Understand what</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Plants</b><br/>Discover that plants are living things. Learn about plants and where they come from. Explore how to look after plants.</p> | <p><b>The Senses</b><br/>Learn about the senses. Explore ways to make sounds.</p> <p><b>Science skill focus:</b></p>                                                                                                                                                                                                                                           | <p><b>Environmental Awareness</b><br/><i>Boogie Bear</i><br/>Through this story begin to explore the idea of global warming and</p> |

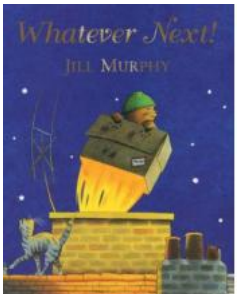
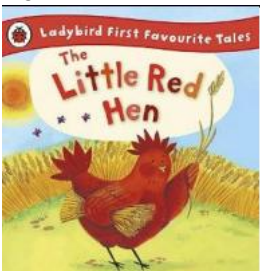
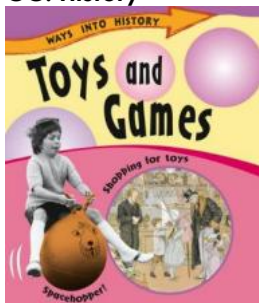
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| <p><b>Words</b></p> <p>Forest School</p>                                          | <p>Explore our similarities and how we are all unique. How human's grow and change. Focus on oral hygiene.</p> <p><i>Linked Stories: "What happened to you" By James Catchpole</i></p> <p><b>Animals</b><br/>Learn that animals are living things. Discover where animals live and what they need to survive. Explore where birds live. Learn about farm animals.</p> <p><b>Science skill focus: classifying</b><br/>Investigating magnets. Classify objects as magnetic or non-magnetic</p> | <p>Learn about the seasonal changes that happen in Spring and Summer. Learn about the seasonal changes that happen in Autumn and Winter.</p> <p><b>Environmental Awareness</b><br/><i>Rocket Says Clean Up!</i><br/>Through this story discuss the importance of look after our environment. What do the clean up crew do and why?</p> <p><b>Materials</b><br/>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.</p> | <p>happens when you push or pull something. Explore objects that sink and float.</p> <p><b>Machines</b><br/>Explore different types of machines and mechanisms. Learn how machines make jobs easier. Discover different types of transport.</p> <p><b>Science skill focus: predicting</b><br/>Friction train. Using ramps test out different materials attached to the ramp (bubbles wrap, tinfoil) mark how far the train travels each time. Record and evaluate your findings.</p> | <p><b>Insects and Invertebrates</b><br/>Learn about insects and invertebrates. Discover where insects and invertebrates live. Observe them in their habitats. Describe what a habitat is.</p> <p><b>Life Cycle:</b><br/>Butterfly: observe caterpillars in class<br/>From Egg to Chicks</p> <p><b>Science Week</b><br/>Selection of experiments chosen with the children</p> | <p><b>observing</b><br/>Talk about melting, freezing and changes in materials. Can we speed it up or slow it down? What would happen if?</p> <p><b>Food</b><br/>Learn about your diet and how to stay healthy. Explore different types of vegetables. Discover different types of fruit. Learn about chicken and eggs. Discover that cows produce milk. Examine different ingredients and then weigh them to make a mixture.</p> | <p>endangered animals. Discuss the affects of our actions on the environment.</p> <p><b>Animals</b><br/>Learn that animals are living things. Discover where animals live and what they need to survive. Explore where birds live.</p> <p><b>Light and Dark</b><br/>Learn about different types of light sources. Experiment with lenses and creating shadows.</p> |
| <p><b>Understanding of the world -</b></p> <p>People, Culture and Communities</p> | <p><b>Transitions</b><br/>Talking about starting school and making friends. Explore through the core story "We are all Welcome"</p> <p><b>What makes us special?</b><br/>Exploring the different ways people are special; using stories, discussions and</p>                                                                                                                                                                                                                                 | <p><b>Special Events</b><br/>Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> <li>- Birthdays</li> <li>- Fireworks night</li> <li>- Halloween</li> <li>- Diwali</li> <li>- Christmas</li> <li>- Hanukkah</li> </ul>                                                                                                                                                                                                  | <p><b>Special Events</b><br/>Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> <li>- Birthdays</li> <li>- New Year</li> <li>- Chinese New Year</li> <li>- Valentines Days</li> </ul> <p><b>Why are some places</b></p>                                                                                                                                                                                 | <p><b>Special Events</b><br/>Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> <li>- Birthdays</li> <li>- Mother's Day</li> <li>- St Patrick's Day</li> </ul> <p><b>What makes the world special?</b><br/>Exploring what makes the world around the children</p>                               | <p><b>Special Events</b><br/>Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> <li>- Birthdays</li> <li>- St.George's Day</li> <li>- Ramadan &amp; Eid</li> </ul> <p><b>Why are some things special?</b><br/>Exploring special things,</p>                                                                                                         | <p><b>Special Events</b><br/>Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> <li>- Birthdays</li> <li>- Father's Day</li> <li>- Sports Day</li> </ul> <p><b>Why are some stories special?</b><br/>Discussing favourite</p>                                                         |

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|                                                               | <p>creative activities to learn about what makes themselves, people around them and in the community special.</p> <p><b>All About Us</b><br/>Share about ourselves. Talk and celebrate our similarities and differences.</p> <p><b>Ancestry and origins</b><br/>Create map display and involve parents in making home languages "welcome" display</p> | <p><b>What are special times?</b><br/>Discovering what special times are for different people; using pictures, stories and videos to explore the significance of Diwali and Christmas and how they are celebrated.</p> | <p><b>special?</b><br/>Investigating what makes places special and significant to different people.</p>                                                                                                                                                                                                                                           | <p>special, learning why the world can be special to both themselves and others.</p> | <p>children will discuss what is special to them and why prayer beads, symbols, books and candles can be special to others.</p> | <p>stories and exploring why some stories are special to other people.</p> <p><b>Time to celebrate</b><br/>Exploring the significance of various festivals, through stories, images and creative activities; learning about the customs and meanings behind these celebrations.</p> |
| <p><b>Understanding the World</b></p> <p>Past and Present</p> | <p><b>Jobs and occupations</b><br/>Exploring different jobs and occupations (introduce shop role play and fire drill)</p> <p><b>Key individuals</b><br/>-Explore the Little Leaders collection<br/>-Lives of historical figures, including comparisons of those from different periods</p>                                                            | <p><b>Christmas story</b><br/>Learning and acting out the Christmas story.<br/>Comparing life now and then.</p>                                                                                                        | <p><b>Local history:</b><br/><a href="#">Greenland Dock</a><br/><a href="#">Grade: II (List Entry Number: 1385941)</a><br/>-learning about the docks around Rotherhithe.<br/>-Visiting Greenland dock.<br/>-discussing what the docks were used for<br/>-discussing what life was like working at the docks.<br/>-comparing life then and now</p> |                                                                                      | <p>St. George's Day: Learn about the significance of St George's day</p> <p>London history Day</p>                              |                                                                                                                                                                                                                                                                                     |
| <p><b>Understanding of the world -</b></p> <p>The World</p>   | <p>Looking at building in the local area.</p> <p>Making observations of</p>                                                                                                                                                                                                                                                                           | <p>Develop language for spatial awareness and directions through the core stories "going on</p>                                                                                                                        | <p>Plan a pretend holiday? What is it like in different parts of the world.</p>                                                                                                                                                                                                                                                                   | <p>Making maps; linked to Supertato story Veggies in the Valley of Doom.</p>         | <p>Introduce and examine a Globe.</p> <p>Know the difference</p>                                                                | <p>Read "Martha Maps it out" Make maps of the school to navigate around the school as</p>                                                                                                                                                                                           |

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|                                                                      | <p>the characteristics and features of places e.g. In traditional tales the countryside is represented.</p> <p>Discussing how environments in stories and images are different to the environment they live e.g. Looking at urban and rural homes and buildings.</p>                                                                                                                                                                                   | <p>a bear hunt" Early map making linked to the role play for the post office and getting deliveries ready.</p> <p>Read "The Jolly Postman" By Janet Allan Ahlberg</p>                                                                                                                                                                                                                                                                                                                                                        | <p>Children to share any experiences of travelling. Where did they go? What did they see? What did they eat?</p> <p>Share pictures and videos from their trip.</p> <p>Use google maps to explore</p>                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>between the land and the ocean.</p>                                                                                                                                                                                                                                                                                                                                     | <p>part of transition.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Expressive Arts and Design</b><br/>Creating with Materials</p> | <p><b>Painting and colour</b><br/>Experiment with colour mixing.</p> <p><b>Drawing</b><br/>My family &amp; things that are important to me</p> <p><b>Art Club: Drawing: Marvellous marks.</b><br/>Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p> <p><b>3D work</b><br/>Make a clay tea light for Diwali. Making Christmas decorations: salt dough</p> | <p><b>Painting and colour</b><br/>Create Fireworks pictures using different art materials eg. Blow paint, oil pastels, glitter, chalks.</p> <p><b>Drawing</b><br/>Draw your own "terrible creatures" from well-known fairy tales.</p> <p><b>Textiles and texture</b><br/>Create textured scenes (fairy tale castles)</p> <p><b>Art Club:</b><br/>Painting and mixed media: Paint my world. Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led</p> | <p><b>Painting and colour</b><br/>Experiment with colour mixing.</p> <p><b>Textiles and texture</b><br/>Make a potato superhero using a variety of tools and techniques. Design a cape for Supertato.</p> <p><b>Drawing</b><br/>Draw and design a superhero costume</p> <p><b>Art Club:</b><br/>Craft and design: Let's get crafty. Developing cutting, threading, joining and folding skills through fun, creative craft projects.</p> | <p><b>Drawing</b><br/>Observational drawings of plants and flowers.</p> <p><b>Printing</b><br/>Vegetable printing. Use of repetitive patterns. Learn about Andy Warhol.</p> <p><b>Pattern</b><br/>Simple symmetry of butterflies Textiles and texture Leaf and flower mosaics and collages. Study Eric Carle's Illustrations</p> <p><b>Painting and colour</b><br/>Investigate using natural materials for painting eg tea bags, flowers and spices.</p> | <p><b>Drawing</b><br/>Modes of transport; create your own design Draw and design a wanted poster for a pirate.</p> <p><b>3D work</b><br/>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.</p> <p><b>Mechanisms</b> Make a pirate ship that can move.</p> | <p><b>Textiles and texture</b><br/>Look at animal patterns and textures to create a model of your own chosen animal.</p> <p><b>3D work</b><br/>Creating shoe box habitats for animals around the world.</p> <p><b>Drawing</b><br/>Draw scenes of your favourite habitats</p> <p><b>Art Club:</b><br/>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.</p> |



## Year 1 Curriculum Map

|         | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|         | Our World and Beyond                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Traditional Tales                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Toys                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Fairy Tales                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Places We Live                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Monsters and Aliens                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| English | <p><b>Core Text:</b> Whatever Next! Jill Murphey</p>  <p><b>Outcomes:</b><br/>Stories with familiar settings, thought bubbles, lists, post card, re-writing, Role play, new version<br/>Conjunctions<br/>Punctuation, simple sentences</p> <p><b>Supplementary texts:</b><br/>Whatever Next! Jill Murphey<br/>My Friend Bear J Alborough<br/>Space Boy by Leo Landry<br/>The way back home by Oliver Jeffers, Man on the Moon by</p> | <p><b>Core text:</b> Little Red Hen</p>  <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Setting</li> <li>Story Map</li> <li>Retelling a familiar story</li> <li>Inventing new version</li> <li>Instructions for making bread</li> </ul> <p><b>Grammar focus:</b><br/>Capital Letters and Full stops</p> <p><b>Supplementary texts:</b><br/>The little red hen – many versions<br/>Handa's Surprise E Browne<br/>Oliver's vegetables V French</p> | <p><b>CC: History</b></p>  <p><b>Outcomes:</b><br/>Chronological and Non-chronological reports</p> <p><b>Grammar focus:</b><br/>Capital Letters and Full stops</p> <p><b>Supplementary texts:</b><br/>Lost in the Toy Museum David Lucas<br/>A bear called Paddington Micheal Bond<br/>Dogger Shirley Hughes<br/>Old Toys, Homes in the Past<br/>Where's Woody? Kirsten L Depken<br/>Toys and games Sarah</p> | <p><b>Core text:</b><br/>Rumpelstiltskin</p>  <p><b>Outcomes:</b><br/>Riddles / Clues<br/>Retelling a familiar tale<br/>Character description</p> <p><b>Grammar focus:</b><br/>Speech<br/>Question Marks</p> <p><b>Supplementary texts:</b><br/>Traditional Fairytales (Hopscotch series)<br/>Bingo Lingo: Phonics reading unit</p> <p><b>Poetry:</b> If you go down to the woods tonight</p> | <p><b>Core text:</b> The Smartest Giant in Town</p>  <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Story Map</li> <li>Letter Writing</li> <li>Re-telling of story</li> </ul> <p><b>Grammar focus:</b><br/>-est, adjectives</p> <p><b>Supplementary texts:</b><br/>Author focus: Julia Donaldson<br/>Squash and a Squeeze<br/>Room on the Broom<br/>The Jolly Postman, A Ahlberg<br/>Grandad's secret<br/>Giant, David Litchfield</p> | <p><b>Core text:</b> <b>Where the Wild Things Are, Maurice Sendak</b></p>  <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Stories from imaginary worlds</li> <li>Adventure stories</li> <li>Setting description<br/>Retelling invention.</li> </ul> <p><b>Grammar focus:</b><br/>Precise nouns<br/>Past Tense<br/>Question Marks</p> <p><b>Supplementary texts:</b><br/>Where the Wild Things Are Maurice Sendak<br/><b>Aliens/Monsters Loves Underpants</b> by C Freedman and Ben Cort</p> <p><b>Poetry:</b> There's a</p> |

# Maths

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

## Key Stage 1



# Science

### **Biology: Animals including humans - animals**

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

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

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

### **Animals including humans – all about me**

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

### **Chemistry: Exploring everyday Materials 1**

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

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

Describe the simple physical properties of a variety of everyday materials

Compare and group together a variety of everyday materials 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

**Enrichment Trip:  
Creekside Discovery  
Centre**

### **Seasonal Changes**

Observe changes across the four seasons

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

Working scientifically

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| <b>Computing</b> | <p><u>Computing systems and networks</u></p> <p><b>Technology around us</b><br/>Recognise common uses of information technology beyond school.</p> | <p><u>Creating media</u></p> <p><b>Digital painting</b><br/>Use technology purposefully to create, organize, store, manipulate, and retrieve digital content</p>                                                                                                                                                                                        | <p><u>Programming A</u></p> <p><b>Moving a robot</b><br/>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> | <p><u>Data and information</u></p> <p><b>Grouping data</b><br/>Use technology purposefully to create, organize, store, manipulate and retrieve digital content</p>                                                                                                                                                                                                                           | <p><u>Creating media</u></p> <p><b>Digital writing</b><br/>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> | <p><u>Programming B</u></p> <p><b>Programming animations</b><br/>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p>                                                                                                                                                        |
| <b>Geography</b> |                                                                                                                                                    | <p><b>What is it like here?</b><br/>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.</p> |                                                                                                                                                                                                                                   | <p><b>What is the weather like in the UK?</b><br/>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.</p> |                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>What is it like to live in Shanghai?</b><br/>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</p> |

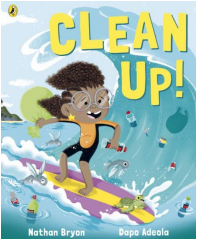
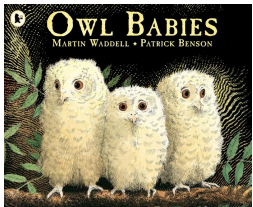
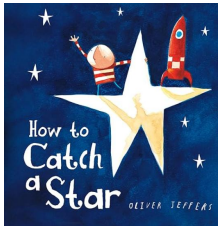
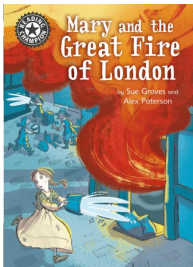
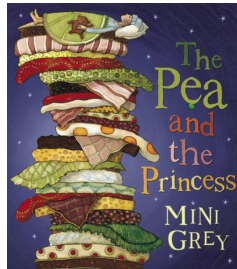
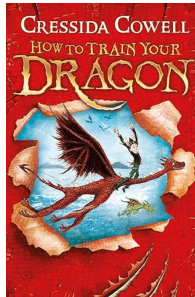
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| <b>History</b> | <p><b>Key Individuals</b><br/>Moon Landing<br/><b>Neil Armstrong</b></p> <ul style="list-style-type: none"> <li>Who the first men to travel to the moon were</li> <li>Explain what you know about the 1969 moon landings, including what effect the landings had on history.</li> <li>Why the moon landing was and still is an important historical event</li> </ul> <p><b>Key individuals</b><br/>Events of local importance<br/>Black History Month<br/>Studying a significant individual to mark an event.<br/><b>Dr Maggie Aderin-Pocock's</b><br/>(Black British space scientist)</p> |                                             | <p><b>Toys now and in the past</b></p> <ul style="list-style-type: none"> <li>To know how long toys have existed.</li> <li>What toys were made of in the past.</li> <li>What toys were played with in the past.</li> <li>What modern toys are made from.</li> <li>How modern toys are different to the past.</li> </ul> |                                   | <p><b>Local history unit:</b><br/><b>Southwark Park</b><br/><b>Grade: II (List Entry Number: 1000838)</b></p> <ul style="list-style-type: none"> <li>To identify similarities and differences between ways of life in Rotherhithe</li> <li>Compare an aerial photograph from the past to a modern day map</li> <li>To create a piece of art based on the heritage site, Southwark Park</li> </ul> |                                   |
| <b>RE</b>      | 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?    |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                           |
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| <p><b>MSC</b></p>              | <p><b><u>L1:</u></b> Class Charter, expectations and brain break reminder</p> <p><b><u>L2: Mind up:</u></b><br/><b>Getting Focused</b><br/>Lesson 1: How our Brain Works</p> <p><b><u>L3: Zones of regulation</u></b><br/>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.</p> <p>Create zones of regulation posters.</p> <p><b><u>L4: Kapow Introduction Lesson</u></b><br/>- L1 Setting rules for PSHE lessons.</p> <p><b><u>L5</u></b><br/><b><u>X1 Empathy Lessons</u></b><br/>To recognise and name different emotions in themselves and others, building the foundation for empathy.</p> | <p><b><u>My Healthy Self</u></b> How can we look after our emotions?</p> <p>L1 What emotions can we recognise?</p> <p>L2 When and why do people show different emotions?</p> <p>L3 How can emotions change?</p> <p>L6 What can we do when our feelings get tricky?</p> | <p><b><u>Connecting with Others</u></b><br/>How can I help myself and others feel happy and safe?</p> <p>L1 What makes me special?<br/>L2 How do families show love and care for each other?</p> <p>L3 What helps me feel safe and cared for?</p> <p>L4 What is a friend?</p> <p>L7 How should people behave towards others?</p> | <p><b><u>The Online World:</u></b> How do we spend time online</p> <p>L1 When am I online?</p> <p>L2 What can I do online and what can I do in person?</p> <p>L3 How should I behave when I use a device?</p> <p>L5 What should I do if I see something online that worries me?</p> <p>L6 How can I stay safe online?</p> | <p><b><u>Citizenship</u></b><br/>How can I help others and the environment?</p> <p>L1 What do babies and toddlers need?</p> <p>L2 What do animals need?</p> <p>L3 How can we look after our school environment?</p> <p>L4 How can I share my ideas respectfully?</p> <p>L5 Who helps look after our local environment?</p> <p>L6 How do rules help everyone?</p> | <p><b><u>Growing and Caring for Ourselves:</u></b><br/>Lesson 1: Different Friends</p> <p>Lesson 2: Growing and Changing</p> <p>Lesson 3: Body safety<br/>Lesson 4: Families and Care</p>                                                 |
| <p><b>Art &amp; Design</b></p> | <p><u>Drawing: Make your mark</u></p> <p>Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                        | <p><u>Painting and mixed media: Colour Splash</u></p> <p>Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p>                                                                                                |                                                                                                                                                                                                                                                                                                                           | <p><u>Craft and Design: woven wonders</u></p> <p>Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.</p>                                                                                                                                                   | <p><u>Sculpture and 3D: Paper play</u></p> <p>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make</p> |

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|                                | <p>Outcomes:<br/>Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p> <p><b>Artist Focus: Paul Klee</b></p>                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                         | <p>Outcome: Clarice Cliff style plate</p> <p><b>Artist focus: Jasper Johns</b></p>                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                        | <p>Outcome: Weaving</p> <p><b>Enrichment Trip: National Portrait Gallery</b></p>                                                                                                                                                                                                                                                                                                               | <p>their own sculptures</p> <p>Outcome:<br/>'Wild Thing' sculpture</p> <p><b>Artist focus: Louise Bourgeois</b></p>                                                                                                                                                                                            |
| <b>Design &amp; Technology</b> |                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Textiles</b></p> <p><u>Puppets of the Little Red Hen characters</u></p> <p>Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating. Linked to Little Red Hen.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Cooking and Nutrition (STEAM WEEK)</b></p> <p><u>Make a smoothie</u></p> <p>Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and (maybe) accompanying packaging.</p> |                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Mechanisms</b></p> <p><u>Designing and building a moving vehicle.</u></p> <p>Learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle. Linked to Princess Smartypants and what her car would be like</p> |
| <b>Music</b>                   | <p><u>Sounds Interesting</u></p> <p><b>Unit Aim: To develop children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus.</b></p> <ul style="list-style-type: none"> <li>➤ To understand that voice and instruments can make different sounds.</li> <li>➤ To recognise that untuned percussion instruments make by sound alone</li> </ul> |                                                                                                                                                                                                                                                         | <p><u>The long and short of it</u></p> <p><b>Unit Aim: To develop children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound.</b></p> <ul style="list-style-type: none"> <li>➤ To understand that some instruments make long sounds, some make short sounds and some can make either.</li> <li>➤ To follow a plan to play a piece with a</li> </ul> |                                                                                                                                                                                                                                        | <p><u>Exploring Pulse and Rhythm</u></p> <p><b>Unit Aim: To develop children's ability to recognise and play rhythms from known songs with a sense of pulse.</b></p> <ul style="list-style-type: none"> <li>➤ To follow the rhythm of recorded music accurately using finger walking and then dancing</li> <li>➤ To copy rhythms accurately</li> <li>➤ To play rhythm of known song</li> </ul> |                                                                                                                                                                                                                                                                                                                |

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|    | <ul style="list-style-type: none"> <li>➤ Move and respond to recorded music expressively.</li> <li>➤ Recognise 6 different kinds of instrument by sound alone.</li> <li>➤ Use knowledge of sounds to add sound effects to a known story.</li> </ul> |                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>➤ partner with long and short sounds.</li> <li>➤ To use long and short sounds to make an interesting sequence of sounds.</li> <li>➤ To recognise long and short sounds in recorded music</li> </ul> <p>To play instruments in a song and recognise which play long and short sounds</p> |                                                             | <p>accurately</p> <ul style="list-style-type: none"> <li>➤ To play and sing a known song in two parts with a sense of pulse</li> <li>➤ To recognise the difference between pulse and rhythm in recorded music</li> </ul> |                                                                                                      |
| PE | Invasion Games<br>Throwing<br>Aiming at a target                                                                                                                                                                                                    | Dance<br>make a shape hold it and move about in that shape<br>dance with an object to communicate an idea<br>pretend to dance with an object to communicate an idea<br>move to the rhythm of the music | Multi Skills<br>Fundamental Movement<br>Balance<br>Master basic movements such as running, jumping                                                                                                                                                                                                                             | Invasion Games<br>Sending and receiving<br>Basketball       | Net Games – Using a Racket                                                                                                                                                                                               | Athletics<br>Sports day<br>Preparation                                                               |
|    | Multi Skills<br>Coordination<br>Agility<br>Rules<br>Master basic movements such as throwing and catching                                                                                                                                            | Invasion skills<br>Throwing Towards a Target<br>Technique<br>Resilience<br>Physical ability<br>Confidence                                                                                              | Gymnastics<br>Feedback<br>Analysis<br>Technique                                                                                                                                                                                                                                                                                | Net Games – Using a Racket<br>Grip<br>Focus<br>Coordination | Problem Solving<br>Teamwork<br>Communication<br>effort<br>Physical Ability                                                                                                                                               | Athletics<br>Technique<br>Effort<br>Confidence<br>Sports Day prep<br>Feedback<br>Rules<br>Confidence |

## Year 2 Curriculum Map

|         | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                       | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|         | Seaside                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Owl babies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | The Great Fire of London                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | All About Animals                                                                                                                                                                                                                                                                                                                                                                                                                              | The Pea and the Princess                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How to Train a Dragon                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| English | <p><b>Core Texts:</b> Leo and the Octopus by Isabelle Marinov and Chris Nixon<br/>Clean Up by Nathan Bryon</p>   <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>This is Me! Posters</li> <li>Letters of advice</li> <li>Fact file</li> <li>Expanded noun phrases</li> <li>Diary</li> <li>Postcard</li> <li>List</li> <li>Did You Know leaflet to inform</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Present tense</li> </ul> | <p><b>Core text:</b> Owl Babies by Martin Waddell and Patrick Benson<br/>How to Catch a Star, Oliver Jeffers</p>   <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Character description</li> <li>Identifying sequence of events</li> <li>Adapted new version of the story</li> <li>Recount journey</li> <li>Setting description</li> <li>Character description</li> </ul> <p><b>Grammar focus:</b></p> | <p><b>CC: History</b></p>  <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Explanation text</li> <li>Non-fiction reports</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Conjunctions</li> <li>Question mark</li> </ul> <p><b>Supplementary texts:</b><br/>The Great Fire of London (How Do We Know About?)<br/>Deborah Fox<br/>The Great Fire of London by Emma Adams and James Weston Lewis<br/>The Great Fire of London (Watts Great Events Books)<br/>Toby and the great Fire of London M Nash &amp; J Cope</p> | <p><b>Core text:</b> PM Readers on Owls, bats, foxes and badger</p>  <p><b>Outcomes:</b> Non-chronological report</p> <p><b>Grammar focus:</b><br/>Bullet points, Headings, Subheadings, Paragraphs</p> <p><b>Supplementary texts:</b><br/>Fantastic Mr Fox, RD<br/>The Giraffe, Pelly and Me Roald Dahl<br/>The first Encyclopaedia of Animals Usborne</p> | <p><b>Core text:</b> The Pea and the Princess, Mini Grey</p>  <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Diary Writing</li> <li>Letter Writing</li> <li>Setting description</li> <li>Character description</li> <li>Re-telling of story</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Speech</li> <li>Adjectives</li> <li>Adverbs</li> <li>Past tense</li> </ul> <p><b>Supplementary text:</b><br/>The Princess and the pea Lauren Child</p> | <p><b>Core Text:</b> How to train a Dragon, Cressida Cowell</p>  <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Setting description</li> <li>Character descriptions</li> <li>Traditional story</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Commas</li> <li>Past tense</li> <li>Dialogue</li> </ul> <p><b>Supplementary texts:</b><br/>George and the Dragon, Christopher Wormell</p> <p><b>Poetry:</b> The Dragon who ate our school by Nick Toczek (BBC BITESIZE)</p> |

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|  | <ul style="list-style-type: none"> <li>Conjunctions</li> <li>Adverbials of time</li> <li>Bullet points numbers to write a list</li> <li>Use of past tense</li> </ul> <p><b>Supplementary texts:</b><br/>The Magic Finger, R Dahl<br/>Lighthouse Keeper's Lunch R &amp; D Armitage<br/>Simon James<br/>Little Leaders: Bold Women in Black History, Vashti Harrison</p> <p><b>Poetry:</b> Poor old lady by Anon</p>                                                                                                               | <p>Conjunctions, Adjectives</p> <p><b>Supplementary texts:</b><br/>The Owl who was afraid of the dark Jill Tomlinson<br/>The diary of a Killer Cat Anne Fine<br/>Oliver Jeffers focus: Lost and Found<br/>The way Back Home<br/>Up and Down<br/>Stuck<br/>The days the Crayons Quit</p> <p><b>Poetry:</b> The Owl and the Pussycat by Edward Lear</p>                                                                                                                                                                           | <p><b>Poetry:</b><br/>London's Burning<br/>Guess by Berlie Doherty (fire poem BBC)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Dragon Poems by J Foster &amp; K Paul set</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | <p><u>Numbers within 100</u></p> <ul style="list-style-type: none"> <li>Read, write, represent, partition, compare and order numbers to 100</li> <li>Explore patterns including, odds and evens, tens and ones</li> </ul> <p><u>Add and subtract 2-digit numbers</u></p> <ul style="list-style-type: none"> <li>Apply number bonds to add and subtract</li> <li>Represent and explain addition and subtraction of two 2-digit numbers.</li> <li>Add three 1-digit numbers</li> </ul> <p><u>Addition and subtraction word</u></p> | <p><u>Measuring length</u></p> <ul style="list-style-type: none"> <li>Draw and measure lengths in centimetres</li> <li>Use &lt;, &gt; and = to compare and order lengths in metres and centimetres</li> </ul> <p><u>Graphs</u></p> <ul style="list-style-type: none"> <li>Represent and interpret: pictograms, block diagrams, tables and tally charts</li> </ul> <p><u>Multiplication and division by 2, 5 and 10</u></p> <ul style="list-style-type: none"> <li>Explore multiplication and division through arrays</li> </ul> | <p><u>Time</u></p> <ul style="list-style-type: none"> <li>Tell the time on an analogue clock: quarter past, quarter to and five minute intervals</li> <li>Calculate durations of time in minutes and seconds</li> <li>Sequence daily events</li> <li>Minutes in an hour and hours in a day</li> </ul> <p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>Part-whole relationships</li> <li>Fractions as part of a whole or a whole set</li> <li>Relate to division</li> <li>Equivalent fractions</li> </ul> | <p><u>Money</u></p> <ul style="list-style-type: none"> <li>Recognise coins and notes</li> <li>Use £ and p accurately</li> <li>Add and subtract amounts</li> <li>Calculate change</li> </ul> <p><u>Faces, shapes and patterns; lines and turns</u></p> <ul style="list-style-type: none"> <li>Explore, sort and describe 2-D shapes</li> <li>Lines of symmetry in 2-D shapes</li> <li>Identify 2-D shapes on 3-D shapes</li> <li>Compare and sort 2-D and 3-D shapes</li> <li>Use language to describe position,</li> </ul> | <p><u>Numbers within 1000</u></p> <ul style="list-style-type: none"> <li>Represent in different ways</li> <li>Compare using symbols</li> <li>Read scale</li> </ul> <p><u>Measures: capacity and volume</u></p> <ul style="list-style-type: none"> <li>Read and measure temperature</li> <li>Estimate, measure and understand litres and millilitres</li> <li>Compare and order capacities</li> </ul> <p><u>Measures: mass</u></p> <ul style="list-style-type: none"> <li>Weigh and compare masses in kilograms and grams</li> </ul> | <p><u>Exploring calculation strategies</u></p> <ul style="list-style-type: none"> <li>Apply addition and subtraction strategies to solve equations</li> <li>Illustrate and explain addition and subtraction using column method s</li> </ul> <p><u>Multiplication and division by 3 and 4</u></p> <ul style="list-style-type: none"> <li>Pattern seek with multiples of 2, 3, 4 5 and 10 using an array</li> <li>Use known facts to derive facts from the 3 and 4 times tables.</li> <li>Connect multiplication and division facts using commutativity and inverse</li> </ul> |

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|  | <p><u>problems</u></p> <ul style="list-style-type: none"> <li>• Introduction to bar models as a representation</li> <li>• Create, label and sketch bar models</li> </ul>                                            | <ul style="list-style-type: none"> <li>• Explore division as grouping and as sharing</li> <li>• Connect multiplication and division facts using commutativity and inverse</li> <li>• Calculate the times tables of 2, 5, and 10 using different strategies</li> </ul>                                                                                                                                                                                                                                                                        | <p><u>Addition and subtraction of 2-digit numbers (regrouping and adjusting)</u></p> <ul style="list-style-type: none"> <li>• Illustrate, represent and explain addition and subtraction involving regrouping including 'Make Ten', 'Round and adjust' and near doubles strategies.</li> </ul>                                                        | <p>direction and rotation to follow a route e</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                      |                                                                                                                                                                                                                                                                                                         |
|  | <p><b>Biology: Plants</b></p> <p>Observe and describe how seeds and bulbs turn into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> | <p><b>Biology: Living things and their habitats – habitats around the world</b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> | <p><b>Chemistry: Materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> | <p><b>Biology: Living things and their habitats</b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> | <p><b>Biology: Animals, including humans 2 – Life Cycles</b></p> <p>Notice that animals, including humans, have offspring which grow into adults</p> | <p><b>Biology: Animals, including humans 1 – Growth</b></p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> |

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|                  |                                                                                                                                    | 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                                      |                                                                                                                                                                                                                             | 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<br><br><b>Enrichment Trip: Creekside Discovery Centre</b> |                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                 |
| <b>Computing</b> | <u>Computing systems and networks</u><br><br><b>IT around us</b><br>Recognise common uses of information technology beyond school. | <u>Creating media</u><br><br><b>Digital photography</b><br>Use technology purposefully to create, organize, store, manipulate, and retrieve digital content                                       | <u>Programming A</u><br><br><b>Robot algorithms</b><br>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><br><br><b>Pictograms</b><br>Use technology purposefully to create, organize, store, manipulate and retrieve digital content                                                                | <u>Creating media</u><br><br><b>Digital music</b><br>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content | <u>Programming B</u><br><br><b>Programming quizzes</b><br>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions<br><br>Create and debug simple programs<br><br>Use logical reasoning to predict the behaviour of simple programs |
| <b>Geogr</b>     |                                                                                                                                    | <b>What is it like to live by the coast?</b><br>Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about |                                                                                                                                                                                                                             | <b>What makes our natural world wonderful?</b><br>Learning about the world's wonders, the names and locations of the world's oceans and considering                                                                    |                                                                                                                                                       | <b>Would you prefer to live in a hot or cold place?</b><br>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally.                                                                                                                                                                             |

# History

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|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                | what is unique about the local area. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 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. |
|  | <p><b>Key individuals</b><br/>Martin Luther King (democracy P4C link)<br/>Lives of historical figures, including comparisons of those from different periods.</p> <p><b>Victorian Seaside</b></p> <ul style="list-style-type: none"> <li>• Key period features of seaside holidays including clothes, travel, and entertainment</li> <li>• To identify similarities and differences between seaside holidays in the past and present.</li> <li>• Know the reasons Victorians went on seaside holidays.</li> <li>• Know who Grace Darling is and how her actions</li> </ul> |                                                                                                                                              | <p><b>Great Fire of London</b></p> <ul style="list-style-type: none"> <li>• To know what London was like in the 17th Century.</li> <li>• To understand how The Great Fire of London started in 1666.</li> <li>• To understand why the fire spread over London.</li> <li>• To understand how the fire was extinguished.</li> <li>• To know the impact of the Great Fire of London.</li> <li>• To understand the significance of Samuel Pepys' diary.</li> </ul> |                                      | <p><b>Local history unit:</b><br/><b>Field Trip Church of St Mary (list number: 1385867)</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness of Rotherhithe's past,</li> <li>• To identify similarities and differences between ways of life in Rotherhithe through different periods.</li> <li>• Compare an aerial photograph from the past to a modern day map</li> <li>• To create a piece of art based on the heritage site, St Mary's church</li> </ul> |                                                                                                                                                                                                              |

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|                  | impacted life today                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                             |
| <b>RE</b>        | Why do we need to give thanks?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Why is light important 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?                                                                                                                                                                                                                           |
| <b>PSHE/SMSC</b> | <p><b>L1:</b> Class Charter, expectations and brain break reminder</p> <p><b>L2: Mind up: Getting Focused</b><br/>Lesson 1: How our Brain Works</p> <p><b>L3: Zones of regulation</b><br/>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.</p> <p>Create zones of regulation posters.</p> <p><b>L4: Kapow Introduction Lesson</b><br/>-Setting ground rules for PSHE lessons.</p> <p><b>L5 and L6 X2 Empathy Lessons</b></p> <ul style="list-style-type: none"> <li>- To recognise and name different emotions in themselves and others, building the foundation for empathy.</li> </ul> <p>To show kindness and understanding toward others' feelings.</p> | <p><b>My Healthy Self</b> How can we look after ourselves and our bodies?</p> <p>L1 What emotions can we recognise?</p> <p>L2 When and why do people show different emotions?</p> <p>L3 How can emotions change?</p> <p>L4 What helps us to feel calm and excited?</p> <p>L5 What might make us feel worried, annoyed or upset?</p> <p>L6 What can we do when our feelings get tricky?</p> | <p><b>Caring with Others</b><br/>How can I build safe, kind and caring relationships with others?</p> <p>L1 What makes me special?</p> <p>L2 How do show love and care for each other?</p> <p>L3 What helps me feel safe and cared for?</p> <p>L4 What is a friend?</p> <p>L5 How can we have a kind a friendly class?</p> <p>L6 How should people behave towards others?</p> | <p><b>The Online World</b><br/>How can we stay safe online?</p> <p>L1 When am I online?</p> <p>L2 What can I do online and what can I do in person?</p> <p>L3 How should I behave when I use a device?</p> <p>L4 How can I balance screen time with in-person activities?</p> <p>L5 What should I do if I see something online that worries me?</p> <p>L6 How can I stay safe online?</p> | <p><b>Citizenship</b><br/>How do people belong to a community and earn money?</p> <p>Exploring communities, belonging and money through learning about the groups people belong to, the jobs people do and where money comes from.</p> <p><b>To be reviewed and updated when the new National Curriculum is released in 2027.</b></p> | <p><b>Christopher Winter Project</b><br/>(SRE and Drugs &amp; Alcohol Education)</p> <p><b>Differences:</b><br/>Lesson 1: Gender stereotypes</p> <p>Lesson 2: Male and Female</p> <p>Lesson 3: Naming Body Parts</p> <p>Lesson 4: My body belongs to me</p> |

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| <h1>Art &amp; Design</h1>  | <p><u>Drawing: Tell a story</u></p> <p>Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.</p> <p>Outcome: illustrations for core text</p> <p><b>Artist Focus: Käthe Kollwitz.</b></p> |                                                                                                                                                                                                                                                 | <p><u>Painting and mixed media: Life in colour</u></p> <p>Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.</p> <p>Outcome: Collage of fire of London</p> <p><b>Artist focus: Romare Bearden</b></p> | <p><b>Enrichment Trip: National Portrait Gallery</b></p>                                                                                                                                                                                            | <p><u>Sculpture and 3D: clay houses</u></p> <p>Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.</p> <p>Outcome: Clay tile of a castle</p> <p><b>Artist focus: Rachel Whiteread</b></p> | <p><u>Craft and Design: map it out</u></p> <p>Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.</p> <p>Outcome: Map of how to get to Dragon's cave</p>  |
| <h1>Design Technology</h1> |                                                                                                                                                                                                                                                                                                                     | <p><b>Textiles</b></p> <p><u>Pouches/ sewing/ learning to use a running stitch to join two pieces of fabric</u></p> <p>Learn how to sew a running stitch ready to design, make and decorate a pouch using a template. Linked to Owl Babies.</p> |                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Cooking and Nutrition (STEAM WEEK)</b></p> <p>Develop a health wrap</p> <p>Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap.</p> |                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Structures</b></p> <p><u>Designing a chair for the Princess.</u></p> <p>Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use. Linked to Princess and the Pea.</p> |

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| Music | <u>So/Mi</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                   | <u>Playing with Sound</u>                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                    | <u>Reading Rhythms</u>                                                                                                                                                                                                                                                                               |                                                                    |
|       | <b><u>Unit Aim:</u> To discriminate between higher and lower sounds and understand the So/Mi interval</b>                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                   | <b><u>Unit Aim:</u> To develop children's ability to recognise different ways sounds are made and how they can be changed.</b>                                                                                                                                                                                                                                                                                                |                                                                    | <b><u>Unit Aim:</u> To develop children's ability to read and play rhythms confidently and explore the mood of recorded music.</b>                                                                                                                                                                   |                                                                    |
|       | <ul style="list-style-type: none"> <li>➤ To hear the difference between So and Mi when played or sung together</li> <li>➤ To improvise satisfactory short musical phrases using So and Mi chime bars</li> <li>➤ To understand the difference between higher and lower sounds</li> <li>➤ To discriminate between higher and lower sounds and understand the So/Mi interval</li> </ul> <p>To respond to a piece of music with higher and lower sounds with visual art</p> |                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>➤ To play different sounding instruments from symbols</li> <li>➤ To identify how a piece of music has changed</li> <li>➤ To move in an agreed way to different sounds and adapt the movement to the way it is played follow hand signs to play different pitches</li> <li>➤ To play instruments in different ways to musically illustrate a story and notate using symbols.</li> </ul> |                                                                    | <ul style="list-style-type: none"> <li>➤ To play a 4-phrase <i>Ta and Ti-Ti</i> rhythm accurately on claves</li> <li>➤ To say how a recorded piece makes them feel</li> <li>➤ To play a rhythm using <i>Ta and Ti-Ti</i> beats accurately in 4 parts</li> <li>➤ To accompany a known song</li> </ul> |                                                                    |
| PE    | Invasion Games<br>Throwing<br>Aiming at a target                                                                                                                                                                                                                                                                                                                                                                                                                        | Dance<br><br>Mirror movements<br>choose movements to add together to make a dance<br>talk about how music and dancing makes them feel<br>say what they like about their own and other's movements | Multi Skills<br>Fundamental<br>Movement<br>Balance<br>Master basic movements such as running, jumping                                                                                                                                                                                                                                                                                                                         | Net Games – Using a Racke                                          | Athletics<br>Sports day<br>Preparation                                                                                                                                                                                                                                                               | Invasion Games<br>Basketball<br>Attack vs Defence                  |
|       | Multi-Skills<br>Fundamental movements and skills<br>(Able to apply the ABCs with fluency in                                                                                                                                                                                                                                                                                                                                                                             | Invasion skills attack vs defence<br>Problem Solving<br>Leadership<br>Confidence                                                                                                                  | Gymnastics<br>Feedback<br>Analysis<br>Technique<br>Physical ability                                                                                                                                                                                                                                                                                                                                                           | Net & Wall skills<br>(Cricket)<br>Technique<br>Confidence<br>Rules | Problem Solving<br>Orienteering<br>Responsibility<br>Understanding<br>Rules                                                                                                                                                                                                                          | Athletics<br>Technique<br>Effort<br>Confidence<br>Physical ability |

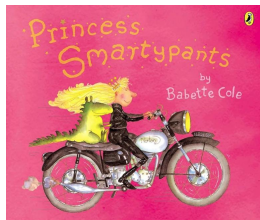
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|  | a range of activities)<br>Feedback<br>Confidence<br>Technique | Understanding |  |  |  | Sports Day prep<br>Rules<br>Confidence |
|--|---------------------------------------------------------------|---------------|--|--|--|----------------------------------------|

## Year 3 Curriculum Map

|  | Autumn 1              | Autumn 2                     | Spring 1          | Spring 2          | Summer 1      | Summer 2 |
|--|-----------------------|------------------------------|-------------------|-------------------|---------------|----------|
|  | Looking to the Future | Fables and Trickster Stories | Ancient Egyptians | Ancient Egyptians | Stone Age Boy | Rang-Tan |

# 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

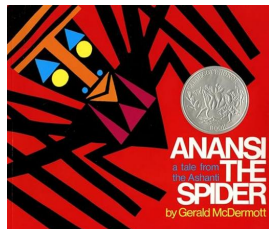
**Grammar focus:**

Speech, Adverbs

**Supplementary texts:**

Revolting Rhymes  
Roald Dahl  
Don't cook Cinderella  
F Simon Prince Cinders  
B. Cole  
Princes Grace Mary  
Hoffman  
The Frog Prince  
Fairy tale twists Katie

**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

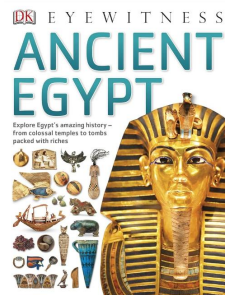
Lion and the Mouse by  
Jerry Pinkney

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)

**Poetry:**

**CC: History**



DK Ancient,  
Egypt

**Outcomes:**

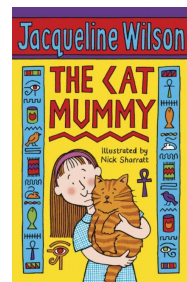
- Report writing
- Non-chronological report
- Instructions
- Myths and Legends
- Dialogue writing
- Adventure stories

**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

**CC: History**

The Cat Mummy,  
Jacqueline Wilson



**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

**Core text:** Stone  
Age Boy,  
Satoshi  
Kitamura



**Outcomes:**

- Diary
- Instructions
- Compare and contrast piece of old and modern

**Grammar focus:**

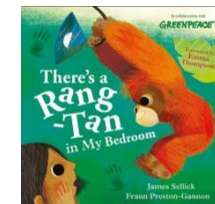
Direct speech  
Adverbial  
phrases

**Supplementary texts:**

The Stone Age:  
Hunters,  
Gatherers and  
Woolly  
Mammoths  
Marcia Williams

**Poetry:** The sound  
collector by Roger  
McGough

**Core text:** There's a  
Rang-Tan in my  
Bedroom, James Sellick



**Outcomes:**

- Non chronological report
- Diary entry
- Speech writing

**Supplementary texts:**

The Wild, Yuval Zommer,  
The Journey Home, Frann  
Preston-Gannon

**Project work:** Action  
plan, leaflet and  
speeches to parents.

# Maths

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

## 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 the difference between light sources and non light sources | Explore the formation and properties of igneous rocks                     | Explore the 5 key food groups                | Explore contact and non-contact forces                                   | How can a solar oven be made more effective: posing questions and writing predictions |
| Identify and describe the functions of different parts of a flowering plant and how they are used in photosynthesis | Explore the light that comes from the sun and how to stay safe      | Explore the formation and properties of sedimentary and metamorphic rocks | Learn about the nutrition in the food we eat | Compare how things move on different surfaces                            | How can a solar oven be made more effective: recording and presenting results         |
| Investigate the way in which water is transported within plants                                                     | Explore materials which are reflective                              | Weathering and the suitability of rocks for different purposes            | Learn about the different types of skeletons | Explore different types of magnets                                       | Cleaning coins: writing a method and carrying out a practical test                    |
| Explore the part that flowers play in the life                                                                      | Discover how shadows are formed                                     | Explore how water contributes to the weathering of rocks                  | Learn about the human skeleton               | Explore the properties of magnets and everyday objects that are magnetic | Cleaning coins: writing a conclusion                                                  |
|                                                                                                                     | Investigate how shadows change throughout the day                   | Understand how                                                            | Learn about animals and their skeletons      | Understand that magnetic forces can                                      |                                                                                       |

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

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                       |
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|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                               | collecting, analysing, evaluating, and presenting data and information                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                       |
| <b>Geography</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Why do people live near volcanoes?</b><br>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 |                                                                                                                                                                                                                                                                                                                                                                        | <b>Who lives in Antarctica?</b><br><br>Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton. |                                                                                                                                                                                                                                                                                                                                                                                       | <b>Are all settlements the same?</b><br>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. |
| <b>History</b>   | <b>Key Individuals</b><br><b>Mary Secole</b><br>-who was she<br>-Herbal remedies<br>The British hospital Nurses now and then<br>Why is she important<br><br><b>Local history unit:</b><br><b>Turntable and machinery of former swing road bridge</b><br><b>Grade: II (List Entry Number: 1385815)</b><br><br><ul style="list-style-type: none"> <li>Develop an awareness of Rotherhithe's past</li> <li>To identify</li> </ul> |                                                                                                                                                                                                                                                                                                                        | <b>Ancient Egypt</b> <ul style="list-style-type: none"> <li>Develop an understanding of the Ancient Egyptian time period.</li> <li>Understand the mummification process.</li> <li>Recognise the significance of papyrus.</li> <li>Consider the significance of the role of a Pharaoh.</li> <li>Consider how Ancient Egyptian inventions are relevant today.</li> </ul> |                                                                                                                                                                                               | <b>Stone Age to Iron Age</b><br><b>British History (taught chronologically)</b> <ul style="list-style-type: none"> <li>Use evidence to investigate what life was like for the Stone Age man to the Iron Age Man.</li> <li>Explore the changes that took place during the Stone Age and describe their significance.</li> <li>Use evidence from Skara Brae to find out what</li> </ul> |                                                                                                                                                                                                                                                                       |

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                          |
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|                  | <p>similarities and differences between ways of life in Rotherhithe through different periods.</p> <ul style="list-style-type: none"> <li>Compare an aerial photograph from the past to a modern day map</li> </ul> <p>To create a piece of art based on the heritage site, turntable and machinery of former swing road bridge</p>                                                                                   |                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Understand what everyday life was like for men, women and children.</li> </ul>                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                     | <p>life was like towards the end of the Stone Age.</p> <ul style="list-style-type: none"> <li>Explain how Stone Henge was built.</li> <li>Discuss reasons why Stone Henge was built.</li> <li>Describe the major changes that took place from the Stone Age to the Iron Age</li> </ul>                                |                                                                                                                                                                                                                                                                                                                          |
| <b>RE</b>        | 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?                                                                                                                                                                                                                                                                                           |
| <b>PSHE/SMSC</b> | <p><b>L1:</b> Class Charter, expectations and brain break reminder</p> <p><b>L2 and L3: Mind up: Getting Focused</b><br/>Lesson 1: How our Brain Works<br/>Lesson 2: Mindful Awareness</p> <p><b>L4: Zones of regulation</b><br/>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.</p> <p>Create zones of regulation posters.</p> | <p><b>My Healthy Self</b><br/>How can I take care of my mind and body?</p> <p>L1 How do emotions affect my body?</p> <p>L2 How can I tell how someone else might be feeling?</p> <p>L3 How are my mind and body connected?</p> <p>L4 How does sleep help my mind and body?</p> <p>L5 What can I do when I experience strong emotions?</p> <p>L6 When should I ask an</p> | <p><b>Connecting with Others</b><br/>What helps us feel safe and included?</p> <p>L1 How can I respect myself?</p> <p>L2 What are my personal boundaries?</p> <p>L3 What makes a family?</p> <p>L4 How can I be a good friend?</p> <p>L5 How can we repair a friendship after falling out?</p> <p>L6 What are the different types of</p> | <p><b>The Online World</b><br/>How should we communicate online?</p> <p>L1 How do we communicate online?</p> <p>L2 How can we be respectful when we communicate online?</p> <p>L3 How can communication online sometimes be misunderstood?</p> <p>L4 How should I respond to online bullying?</p> <p>L5 Why do we need to be careful when communicating online?</p> | <p><b>Citizenship</b><br/>What rights and responsibilities do we have</p> <p>L1 What are human rights?</p> <p>L2 What rights should children have?</p> <p>L3 How can we help the environment by reducing what we use?</p> <p>L4 How can reusing items help the environment?</p> <p>L5 Why is recycling important?</p> | <p><b>Christopher Winter Project</b><br/>(SRE and Drugs &amp; Alcohol Education)</p> <p><b>Valuing Difference and Keeping Safe</b><br/>Lesson 1: Body Difference</p> <p>Lesson 2: Personal Space and consent</p> <p>Lesson 3: Families and people who help us</p> <p>Lesson 4: Staying safe and getting help online.</p> |

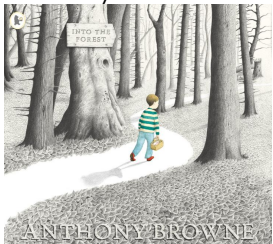
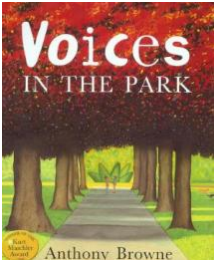
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|                                | <p><b><u>L5: Kapow Introduction Lesson</u></b><br/>-Setting ground rules for PSHE lessons.</p> <p><b><u>L6 and L7 X2 Empathy Lessons</u></b><br/>- To recognise and describe how others might feel in different situations.<br/>To identify ways to show empathy through actions.</p>                                                                                                                                                                       | adult for emotional support? | bullying?                                                                                                                                                                                                                                                                                                                         | L6 How can I keep myself safe online? |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Art &amp; Design</b></p> | <p>Drawing: Growing Artists</p> <p>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.</p> <p>Outcomes: Botanical Drawings linked with Science unit 'Plants'</p> <p><b>Artist Focus: Georgia O'Keefe.</b></p> |                              | <p>Craft and Design: Ancient Egyptian scrolls</p> <p>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'.</p> <p>Outcomes: Egyptian scroll</p> |                                       | <p>Outcomes: 3D sculpture</p> <p>Painting and mixed media: Prehistoric Painting</p> <p>Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p> <p>Outcomes: Prehistoric painting</p> | <p>Sculpture and 3D: Abstract shape and space</p> <p>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</p> <p><b>Artist focus: Anthony Caro</b></p> |

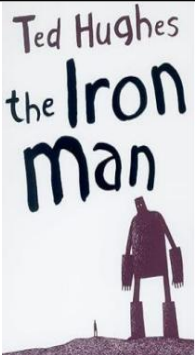
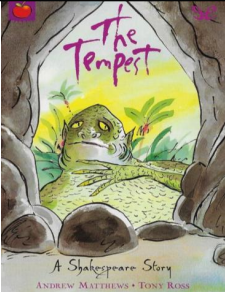
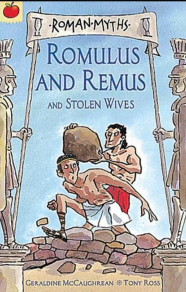
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                        |
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|                      | Enrichment Trip:<br>National Portrait<br>Gallery                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                        |
| Design<br>Technology |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Mechanical systems</b><br><br><u>Pneumatic toys</u><br><br>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. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Cooking and Nutrition (STEAM WEEK)</b><br><br>Eating seasonally<br><br>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. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Textiles</b><br><br><u>Collars</u><br><br>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><br><br><b>Unit Aim: To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.</b> <ul style="list-style-type: none"> <li>➤ To understand that voices and instruments can be used in different ways to make sounds to represent animals</li> <li>➤ To learn to choose and use instruments to make animal sound effects</li> <li>➤ To understand how sound effects can be made into a piece of music and used to tell a story</li> <li>➤ To work in groups to compose a</li> </ul> |                                                                                                                                                                                                                                            | <u>Rhythm Patterns and Structure</u><br><br><b>Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation.</b> <ul style="list-style-type: none"> <li>➤ To play the rhythms of a known song on body percussion</li> <li>➤ To work out &amp; write the rhythm notation of one line of a known song</li> <li>➤ To make up a movement piece in pairs to a given structure</li> <li>➤ To play a given piece accurately in pair</li> <li>➤ To compose a rhythm ostinato piece in a group and perform it to the class</li> </ul> |                                                                                                                                                                                                                                                 | <u>Make it your own</u><br><br><b>Unit Aim: To develop pupils' ability to explore new ways of performing a known song</b> <ul style="list-style-type: none"> <li>➤ To play the pulse in different ways to a known chant</li> <li>➤ Use word rhythms as an ostinato</li> <li>➤ To find the tunes of known songs on tuned instruments given the starting note</li> <li>➤ To think of &amp; explore new ways of performing a known song</li> </ul> To make a group performance of a song |                                                                                                                                                                                        |

|         |                                                                                                                                                                                            |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                     |
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|         | short descriptive composition<br>To gain experience of other composers' use of stories and to respond with movement                                                                        |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                     |
| PE      | Dance<br>Central School of Ballet / Contemporary<br>'Blushing Unit'<br><br>Develop motifs and perform in groups                                                                            | Invasion Games<br>Basketball/Handball                                                                                                                                                                                    | Multi Skills<br>Fundamental Movement<br>Balance                                                                                                                                                                                  | Net & Wall Games<br>Volleyball                                                                                                                                                                                                      | Striking & Fielding<br>Softball                                                                                                                                                                                                        | Athletics<br>Sports day Preparation                                                                                                                                                                                                                 |
|         | OAA skills<br>Problem solving<br>Technique<br>Tactics                                                                                                                                      | Invasion Games<br>Passing and Moving with Hands<br>Tag Rugby Skills<br>Communication<br>Understanding<br>Teamwork<br>Physical Ability                                                                                    | Gymnastics<br>Feedback<br>Analysis<br>Physical ability                                                                                                                                                                           | Net Games-<br>Throwing and Hitting<br>Tennis Skills<br>Tactics<br>Technique<br>Rules                                                                                                                                                | Multi-Skills<br>Fundamentals of moving<br>Problem Solving<br>Responsibility<br>Confidence                                                                                                                                              | Athletics<br>Technique<br>Effort<br>Confidence<br><br><b>Sports Day prep</b><br>Feedback<br>Respect<br>Understanding                                                                                                                                |
| Spanish | <b>Unit 1: Spanish greetings with puppets:</b><br><br>To greet someone and make an introduction in Spanish.<br>To listen and recognise key phonemes 'o' and 'a'.<br>To recognise different | <b>Unit 2: Spanish numbers and ages:</b><br><br>To recognize and recall numbers one to six in Spanish.<br>To recognize and practice numbers one to ten in Spanish.<br>To read and recognize numbers up to 12 in Spanish. | <b>Unit 3: Shapes and colours in Spanish:</b><br><br>To recognize and name some colours in Spanish.<br>To begin to describe shapes using colour adjectives.<br>To create and practice descriptive phrases orally.<br>To read and | <b>Unit 4: Classroom objects in Spanish:</b><br><br>To recognise and respond to spoken classroom instructions.<br>To name school bag objects and identify if they are masculine or feminine nouns.<br>To identify how a noun phrase | <b>Unit 5: Where do you live in Spain?</b><br><br>To name places in Spain using key phonemes.<br>To practise answering questions about who I am and where I live.<br>To use a bilingual dictionary to identify nouns and their gender. | <b>Unit 6: Journey around Latin America:</b><br><br>To identify and pronounce Spanish speaking countries in Latin America.<br>To speak in short phrases to describe travel plans.<br>To recognise and use the prepositions en and a when describing |

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|  | <p>greetings in Spanish.<br/>To be able to find out how someone is feeling in Spanish.<br/>To listen and join in with a Spanish finger puppet rhyme.<br/>To rehearse and perform from memory a rhyme with Spanish greetings.</p> | <p>To recognize and build a phrase to give your age in Spanish.<br/>To ask and answer questions giving personal information.<br/>To identify key phonemes in number words.</p> | <p>recognize descriptive phrases in Spanish.<br/>To write a design brief using shape and colour vocabulary.<br/>To create a short presentation using descriptive phrases.</p> | <p>changes in the plural form when describing classroom items.<br/>To construct a phrase using the negative form, no tengo – I do not have.<br/>To read and interpret sentences featuring the conjunctions y and pero.<br/>To compose a piece of writing describing what is in a school bag.</p> | <p>To listen for key information about where people live.<br/>To read and interpret information from a short descriptive text.<br/>To compose a short written paragraph to introduce</p> | <p>travel.<br/>To say the days of the week as part of a sentence in Spanish.<br/>To compose a travel diary in Spanish.<br/>To perform a travel diary in Spanish.</p> |
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### Year 4 Curriculum Map

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| English | <p>Fairy Tales with a Twist</p> <p><b>Core text:</b> Into the forest, Anthony Browne</p>  | <p>Iron Man</p> <p><b>Core text:</b> The Iron Man, Ted Hughes</p> | <p>Voices in the Park</p> <p><b>Core text:</b> Voices in the Park, Anthony Browne</p>  | <p>The Tempest</p> <p><b>Core text:</b> The Tempest</p> | <p>Romulus and Remus</p> <p><b>CC: History</b></p> | <p>Kindlekrax</p> <p><b>Core text:</b> Kindlekrax, Philip Ridley</p>  |
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|  | <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Letter writing</li> <li>Dialogue</li> <li>Story writing including a suspense twist</li> <li>Imagery</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases Short sentences</li> <li>Adverbials of time.</li> <li>To add rhetorical questions</li> </ul> <p><b>Supplementary texts:</b><br/> Grimm's Tale by Phillip Pullman<br/> Little Red Riding Hood Gregory cool by Caroline Binch<br/> The Lion, the Witch and the Wardrobe S Lewis<br/> Macavity-the mystery cat</p> <p><b>Poetry:</b><br/> (BBC BITESIZE Poetry videos) Monster poetry</p> |  <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Whole class performance poem</li> <li>Descriptive piece</li> <li>Leaflet</li> <li>Letter</li> <li>Newspaper report</li> <li>Thank-you letter</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Bullet points</li> <li>Speech</li> <li>Expanded noun phrases</li> </ul> <p><b>Supplementary text:</b><br/> The Iron Woman by Ted Hughes</p> <p><b>Poetry:</b><br/> (BBC Poetry) by Ted Hughes<br/> Fireworks poetry<br/> Performance poetry</p> | <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Diary entry</li> <li>Play script</li> <li>Persuasive leaflet</li> <li>Apology letter</li> <li>Advertisement</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Imperative verbs</li> <li>Modal verbs</li> <li>Paragraphs</li> <li>Pronouns</li> </ul> <p><b>Supplementary texts:</b><br/> Author Focus: Anthony Browne</p> <p>Non fiction: Skeletons and Muscles<br/> CC: Sc /geog Habitats –British wildlife and their habitats<br/> Earth day The wonder garden GR unit pack<br/> CC: Animals including humans</p> <p><b>Poetry:</b><br/> Dragonfly poetry<br/> The Tyger William Blake (TW)/My mother saw a Dancing Bear by Charles Causley /I'm a parrot Grace Nichols (BBC)</p> |  <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Setting description</li> <li>Persuasive dialogue</li> <li>Suspense writing</li> </ul> <p><b>Supplementary texts:</b><br/> The Tempest, a Shakespear Story by Andrew Matthews and Tony Ross</p> <p><b>Poetry:</b><br/> Andrew Matthews and Tony Ross<br/> Shakespear collection: Macbeth, Romeo and Juliet, a Midsummer Night's Dream</p> |  <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Super sentence</li> <li>Summary</li> <li>Writing your own version</li> <li>Alternative ending</li> </ul> <p><b>Supplementary texts:</b><br/> Romans on the Rampage<br/> Jeremy Strong<br/> History hackers:<br/> Roman rescue by Tw –original story<br/> Escape to Pompeii</p> <p><b>Poetry:</b><br/> Clever Trevor<br/> By Benjamin Zephaniah<br/> Foot soldiers song</p> | <p><b>Outcomes:</b><br/> Character descriptions, Diary in role, Setting description, Obituary, Suspense, Flashback</p> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>Adverbial phrases</li> <li>Expanded noun phrases</li> <li>Ellipsis</li> <li>Past tense</li> </ul> <p><b>Poetry:</b><br/> Windy Nights by Robert Louis Stevenson</p> |
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# Maths

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|  | <p><u>Reasoning with large numbers</u></p> <ul style="list-style-type: none"> <li>• 4-digit place value. Read, write, represent, order and compare</li> <li>• Find 10, 100 or 1000 more or less</li> <li>• Round numbers to the nearest 10, 100 or 1000</li> </ul> <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> <li>• Select appropriate strategies to add and subtract</li> <li>• Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping</li> </ul> | <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> <li>• Identify and explore patterns in multiplication tables including 7 and 9</li> <li>• Distributive property including multiplying three 1-digit numbers</li> <li>• Mental multiplication and division strategies using place value and known and derived facts</li> <li>• Short multiplication</li> </ul> <p><u>Discrete and continuous data</u></p> <ul style="list-style-type: none"> <li>• Read, interpret and construct pictograms, bar charts and time graphs</li> <li>• Compare tables, pictograms and bar charts</li> </ul> | <p><u>Calculating with multiplication and division</u></p> <ul style="list-style-type: none"> <li>• Division using partitioning</li> <li>• Short division</li> </ul> <p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>• Explore different interpretations and representations of fractions</li> <li>• Equivalent fractions</li> <li>• Represent fractions greater than one as mixed number and improper fractions</li> <li>• Add and subtract fractions with the same denominator including fractions greater than one</li> </ul> <p><u>Time</u></p> <ul style="list-style-type: none"> <li>• Analogue to digital, 12 hour and 24-hour</li> <li>• Convert between units of time</li> </ul> | <p><u>Decimals</u></p> <ul style="list-style-type: none"> <li>• Decimal equivalents to tenths, quarters and halves</li> <li>• Compare and order numbers with same number of decimal places</li> <li>• Multiply and divide by 10 and 100 including decimals</li> </ul> <p><u>Area and perimeter</u></p> <ul style="list-style-type: none"> <li>• Perimeter of rectangles and rectilinear shapes</li> <li>• Area of rectangles and rectilinear shapes</li> <li>• Investigate area and perimeter shapes Investigate area and perimeter</li> </ul> | <p><u>Solving measures and money problems</u></p> <ul style="list-style-type: none"> <li>• Convert units of measure</li> <li>• Select appropriate units to measure</li> <li>• Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically</li> </ul> <p><u>Shape and symmetry</u></p> <ul style="list-style-type: none"> <li>• Classify, compare and order angles</li> <li>• Compare and classify 2-D shapes</li> <li>• Identify lines of symmetry</li> <li>Classify, compare and order angles</li> <li>Compare and classify 2-D shapes</li> <li>Identify</li> </ul> | <p><u>Position and direction</u></p> <ul style="list-style-type: none"> <li>• Describe and plot using coordinates</li> <li>• Describe translations</li> </ul> <p><u>Reasoning with pattern and sequences</u></p> <ul style="list-style-type: none"> <li>• Roman numerals up to 100</li> <li>• Place value of other number systems</li> <li>• Number sequences and patterns</li> </ul> <p><u>3-D shape</u></p> <ul style="list-style-type: none"> <li>• Use understanding of 3-D shapes</li> <li>• Identify 3-D shapes from 2-D representations</li> </ul> |

# Science

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

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| Computing | <p><u>Computing systems and networks</u></p> <p><b>The Internet</b><br/>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> | <p><u>Creating media</u></p> <p><b>Audio production</b><br/>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> | <p><u>Programming A</u></p> <p><b>Repetition in shapes</b><br/>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> | <p><u>Data and information</u></p> <p><b>Data logging</b><br/>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> | <p><u>Creating media</u></p> <p><b>Photo editing</b><br/>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> | <p><u>Programming B</u></p> <p><b>Repetition in games</b><br/>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br/>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> |
| Geogr     |                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Why are rainforests important to us?</b><br/>Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its</p>                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Where does our food come from?</b><br/>Looking at the distribution of the world's biomes and mapping food imports from around the world.</p>                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                      | <p><b>What are rivers and how are they used?</b><br/>Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.</p>                                                                                                                                                                                       |

# History

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|  |                                                                                                                                                                                                                                                                                                                                                    | 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. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                                                                                                                                                                                                |  |
|  | <b>Key individuals</b><br><b>Women of NASA- Hidden figures</b> <ul style="list-style-type: none"> <li>Recount the story of Hidden figures.</li> <li>To learn about the jobs the women did.</li> <li>Create a biography on one of the women of NASA.</li> <li>That equality is important, and we should not discriminate against anyone.</li> </ul> |                                                                                                                                                                                                       | <b>Local history unit:</b><br><b>Footbridge over Greenland Dock</b><br><b>Grade: II (List Entry Number: 1385942)</b> <ul style="list-style-type: none"> <li>Develop an awareness of Rotherhithe's past</li> <li>To identify similarities and differences between ways of life in Rotherhithe through different periods.</li> <li>Compare an aerial photograph from the past to a modern day map</li> </ul> <p>To create a piece of art based on the heritage site, Footbridge over Greenland Dock</p> |  | <b>Roman Empire &amp; impact on Britain</b> <ul style="list-style-type: none"> <li>Learn about the founding of Rome, the Roman ruling</li> <li>Identify features of a Roman life, system and the expansion of the Roman empire.</li> <li>The rise of the Roman Empire and what life was like in the Roman army.</li> <li>Understand why Julius Caesar invaded Britain in 55BC.</li> <li>Explore the</li> </ul> |  |

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|    |                          |                               |                                     |                       | 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?    | Does the language of scripture matter? |

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| <div>PSHE/SMSC</div> <div>Art</div> | <p><b>L1:</b> Class Charter, expectations and brain break reminder</p> <p><b>L2 and L3: Mind up: Getting Focused</b><br/>Lesson 1: How our Brain Works<br/>Lesson 2: Mindful Awareness</p> <p><b>L4: Zones of regulation</b><br/>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.</p> <p>Create zones of regulation posters.</p> <p><b>L5: Kapow Introduction Lesson</b><br/>-Setting ground rules for PSHE lessons.</p> <p><b>L6 and L7 X2 Empathy Lessons</b></p> <ul style="list-style-type: none"> <li>- To recognise and describe how others might feel in different situations.</li> </ul> <p>To identify ways to show empathy through actions.</p> | <p><b>My Healthy Self</b></p> <p>L1 What is a balanced diet and why does having one matter?</p> <p>L2 How can being active help my mind and body?</p> <p>L3 How can I keep my energy up throughout the day?</p> <p>L4 How can I get support for myself and others?</p> <p>L5 How can I respond when things get hard?</p> <p>L6 Why is helping others good for me too?</p> | <p><b>Connecting with others</b></p> <p>How can we respect each other?</p> <p>L1 How can I show self-respect?</p> <p>L2 How can I show respect to others?</p> <p>L3 How can I build trusting friendships?</p> <p>L4 How can we solve friendship challenges?</p> <p>L5 How should I respond to bullying?</p> <p>L6 What is a stereotype?</p> | <p><b>The Online World</b></p> <p>How can we decide what to trust online?</p> <p>L1 How can the internet be helpful and challenging?</p> <p>L2 Is all online content appropriate for me?</p> <p>L3 Why should we be careful what we trust online?</p> <p>Lesson 4 How can we check if online information is reliable?</p> <p>L5 How can we use multiple sources to check online information?</p> <p>L6 Why should we question what we see online?</p> | <p><b>Citizenship</b></p> <p>How can I spend money responsibly?</p> <p>L1 What is the role of money in our lives?</p> <p>L2 Why do people make different spending choices?</p> <p>L3 How can advertising influence us?</p> <p>L4 How can I budget and save money?</p> <p>L5 What risks should we be aware of when spending money online?</p> <p>L6 How can I make responsible spending choices?</p> | <p><b>Christopher Winter Project</b><br/>(SRE and Drugs &amp; Alcohol Education)</p> <p><b>Year 4 Growing up:</b><br/><b>Lesson 1:</b> Changes<br/><b>Lesson 2:</b> What is Puberty?<br/><b>Lesson 3:</b> Healthy Relationships</p> |
|                                     | <p><u>Drawing: Power prints</u></p> <p>Using mechanical engravings as a starting point, pupils develop an</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                           | <p><u>Painting and mixed media: Light and Dark</u></p> <p>Developing skills in</p>                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><u>Sculpture and 3D: Mega materials</u></p> <p>Exploring how</p>                                                                                                                                                                                                                                                                                                                                 | <p><u>Craft and Design: Fabric of nature</u></p> <p>Using the flora and fauna of tropical rainforests as a</p>                                                                                                                      |

|                          |                                                                                                                                                                                                             |                                                                                                                                                                 |                                                                                                                                                                                                                          |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                             |
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|                          | <p>awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.</p> <p>Outcome:<br/>Print</p> <p><b>Artist focus: Henri Matisse</b></p> |                                                                                                                                                                 | <p>colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.</p> <p>Outcome: still life of artefacts</p> |                                                                                                                                                                                       | <p>different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures.</p> <p>Outcome:<br/>Sculpture using recyclable materials</p> <p><b>Artist focus: Barbara Hepworth</b></p> <p><b>Enrichment Trip: National Portrait Gallery</b></p> | <p>starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.</p> <p>Outcome: repeated pattern design</p> <p><b>Artist focus: William Morris</b></p> |
| <b>Design Technology</b> |                                                                                                                                                                                                             | <p><b>Structures</b><br/><u>Helmets</u></p> <p>Designing and making a helmet for Iron Man, using strengthening techniques to reinforce the shell structure.</p> |                                                                                                                                                                                                                          | <p><b>Cooking and Nutrition (STEAM WEEK)</b></p> <p><u>Developing a recipe</u></p> <p>Our refreshed Y4 cooking and nutrition unit including opportunities for children to learn a</p> |                                                                                                                                                                                                                                                                                                                                                                | <p><b>Electrical Systems</b><br/><u>Torches</u></p> <p>Evaluating a range of existing torches linked to previous learning about light and designing a functional torch for a target audience.</p>                                           |

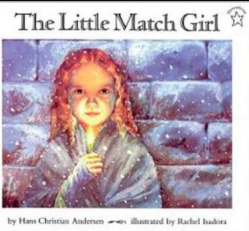
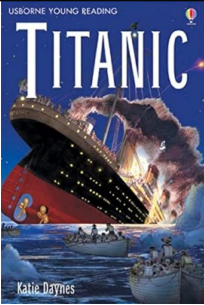
|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                        |
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|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | simple Bolognese recipe and adapt it to improve nutritional content.                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                        |
| Music | <u>Pentatonic Music</u><br><br><b><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)</b> <ul style="list-style-type: none"> <li>➤ To understand the term Pentatonic</li> <li>➤ To find pentatonic song tunes on tuned instruments</li> <li>➤ To understand and improvise a 4 bar rhythm</li> <li>➤ To add a pentatonic tune to a 4 bar rhythm</li> <li>➤ To improve last week's work and perform</li> </ul> |                                | <u>Painting with Sound</u><br><br><b><u>Unit Aim:</u> To develop children's ability to create, perform and analyse expressive compositions and extend their sound vocabulary.</b> <ul style="list-style-type: none"> <li>➤ To understand that music can describe a picture</li> <li>➤ To choose a picture that they can explore musically and explain to the class</li> <li>➤ To work in pairs to illustrate a picture musically</li> <li>➤ To work in a group to compose a piece of music based on a picture</li> </ul> <p>To perform a carefully planned and finished group composition</p> |                                                                                                                                                | <u>Playground songs</u><br><br><b><u>Unit Aim:</u> To develop pupils' ability to adapt and perform playground songs.</b> <ul style="list-style-type: none"> <li>➤ To add and perform a second verse to a known playground song</li> <li>➤ To share playground games and divide them into different types</li> <li>➤ To work together to perform a complex playground song</li> <li>➤ To extend a known playground song and perform to class</li> <li>➤ To compose a playground song in a small group</li> </ul> |                                        |
| PE    | Multi Skills<br><br>(Able to apply the ABCs with fluency in a range of activities)<br>Feedback<br>Confidence<br>Technique                                                                                                                                                                                                                                                                                                                                                                                 | Striking &Fielding<br>Softball | SWIMMING<br><br>swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>use a range of                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | SWIMMING<br><br>swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>use a range of strokes effectively | Central School of Ballet<br>Step Up to Dance Unit (with Dance Teachers from CSB) they will be supported to: <ul style="list-style-type: none"> <li>• Reflect on how the sessions and</li> </ul>                                                                                                                                                                                                                                                                                                                 | Athletics<br>Sports day<br>Preparation |

|         |                                                                                                                                                                                             |                                                                                                                                                            |                                                                                                                                                            |                                                                                                                                                                                    |                                                                                                                                                                                                                                            |                                                                                                                                         |
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| Spanish |                                                                                                                                                                                             |                                                                                                                                                            | <p>strokes effectively<br/>[for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations</p> | <p>[for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations</p>                                                 | <p>performance make them feel</p> <ul style="list-style-type: none"> <li>• Build self-regulation strategies</li> <li>• Recognise the transferable skills learnt in dance</li> <li>• Perform dances with expression and accuracy</li> </ul> |                                                                                                                                         |
|         | <b>OAA skills</b><br>Problem solving<br>Technique<br>Tactics                                                                                                                                | <b>Invasion Games</b><br><b>Passing and Moving with Hands</b><br><b>Tag Rugby Skills</b><br>Communication<br>Understanding<br>Teamwork<br>Physical Ability | <b>Gymnastics</b><br>Feedback<br>Analysis<br>Physical ability                                                                                              | <b>Net Games-Throwing and Hitting</b><br><b>Tennis Skills</b><br>Tactics<br>Technique<br>Rules                                                                                     | <b>Multi-Skills</b><br>Fundamentals of moving<br>Problem Solving<br>Responsibility<br>Confidence                                                                                                                                           | <b>Athletics</b><br>Technique<br>Effort<br>Confidence<br><br><b>Sports Day prep</b><br>Feedback<br>Respect<br>Understanding             |
|         | <u><b>Dates in Spanish</b></u><br>To identify and say the numbers 13 to 31.<br>To ask and answer questions about the months of the year.<br>To identify and say dates.<br>To ask and answer | <u><b>Pets in Spanish</b></u><br>To apply new vocabulary to talk about pets.<br>To recognise that an adjective must agree with the noun it describes.      | <u><b>In a Spanish café</b></u><br>To apply comprehension strategies and discover the meaning of new words.<br>To make polite requests about what          | <u><b>Spanish Celebrations</b></u><br>To identify the meaning of vocabulary related to important Spanish festivals.<br>To use a bilingual dictionary to look up the meaning of new | <u><b>Weather in Spain</b></u><br>To name and identify types of weather in Spanish.<br>To ask and answer questions about the weather.<br>To read and interpret a text about the                                                            | <u><b>The Amazon rainforest</b></u><br>To identify and describe the geography of Peru.<br>To use spelling patterns and rhythms to learn |

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|  | <p>questions about significant dates.<br/>To identify and give the dates of specific events.<br/>To listen to and understand spoken language.</p> | <p>To describe an animal's characteristics.<br/>To read and understand a short story.<br/>To write a story about pets.<br/>To rehearse and perform a short role play.</p> | <p>I want to eat and drink.<br/>To identify conversational language.<br/>To engage in conversations that involve making requests.<br/>To write a role play script for a conversation.<br/>To perform, evaluate and improve a role play.</p> | <p>verbs.<br/>To apply new and familiar vocabulary to express what I like and dislike to do.<br/>To identify people's likes and dislikes during a festival.<br/>To create phrases describing actions in detail.<br/>To describe likes and dislikes at specific celebrations.</p> | <p>weather.<br/>To follow a spoken and written passage about the weather.<br/>To compose a weather forecast script.<br/>To perform a weather forecast in Spanish.</p> | <p>and perform rainforest animal names.<br/>To write descriptive sentences about rainforest animals.<br/>To describe the physical features of some rainforest animals using singular and plural nouns.<br/>To describe the features of rainforest creatures and their habitat.<br/>To present a podcast to introduce different Amazon animals.</p> |
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### Year 5 Curriculum Map

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| <b>English</b> | <p><b>Core Text:</b> The Highway Man, Alfred Noyes</p> | <p><b>Film:</b> The Piano<br/><b>Core Text:</b> A Christmas Carol</p> | <p><b>CC: History: Victorians</b><br/><b>Core text:</b> The Little Match Girl, H.C. Anderwson and by Jerry Pinkey</p> | <p><b>Core text:</b> Street Child</p> | <p><b>Core text:</b> Selection of Greek Myth retellings</p> | <p><b>CC: History</b></p> |
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|  |  <p><b>Outcomes:</b><br/> Character description<br/> Diary<br/> Internal monologue</p> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>• using expanded noun phrases</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Use of brackets</li> <li>• Use colons to introduce a list</li> </ul> <p><b>Supplementary texts:</b></p> <p>The listener<br/> Somone by Walter de la Mere<br/> Black Beauty, by Anna Sewel</p> |  <p><b>Outcomes:</b><br/> Film review<br/> Flashback stories<br/> Letter writing</p> <p>Character descriptions<br/> Playscripts<br/> Significant author study</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Colons</li> <li>• Adverbs</li> <li>• Imagery</li> </ul> <p><b>Supplementary texts:</b></p> <p>Oliver Twisht<br/> Christmas Carol, Charles Dickens (Usborne young readers edition)</p> |  <p><b>Outcomes:</b><br/> Narrative with imagery<br/> Writing own version of narrative</p> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>• Using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using commas to clarify meaning</li> <li>• passive voice</li> <li>• relative clauses</li> <li>• adverbial phrases for detail and cohesion</li> </ul> <p><b>Supplementary texts:</b></p> <p>Mr Stink, David Walliams</p> <p>Millions, Frank Cottrell Boyce</p> <p><b>Poetry:</b> What has happened to Lulu, Charles Causley</p> |  <p><b>Outcomes:</b><br/> Diary entry<br/> Letter<br/> Biographical recount</p> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>• Adverbial phrases</li> <li>• Model verbs</li> <li>• Using commas to clarify meaning</li> <li>• Passive voice</li> <li>• Relative clauses</li> <li>• Control of Y5 range of punctuation for effect</li> </ul> <p><b>Supplementary texts:</b></p> <p>Oliver Twisht<br/> Christmas Carol, Charles Dickens (Usborne young readers edition)</p> <p>Far From Home, Berlie Doherty</p> <p><b>Poetry:</b> Bits of Early Days, by James Berry</p> |  <p><b>Outcomes:</b><br/> Setting description<br/> Character description<br/> Retelling own myth (setting, character, problem, resolution)</p> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>• Fronted adverbials</li> <li>• Figurative language</li> <li>• Expanded noun phrases</li> <li>• Relative clauses</li> </ul> <p><b>Supplementary texts:</b></p> <p>Percy Jackson<br/> Book 1, Rick Riordan<br/> Beast quest series, Adam Blade<br/> Who let the God's Out? by Maz Evans; Myth Atlas by Thiago de Moraes; Theseus and the Minotaur by Marcia Williams<br/> Odysseus by Hugh Lupton, D Morden and C. Balit</p> <p><b>Poetry:</b></p> <p>Leisure, by W.D Davies</p> |  <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Newspaper report</li> <li>• Letter</li> <li>• Witness statement</li> <li>• Discursive report</li> </ul> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>• Formal and informal language</li> <li>• Direct speech</li> <li>• Multi-clauses sentences</li> </ul> <p><b>Supplementary texts:</b></p> <p>Titanic (Usborne Readers)<br/> Titanic Survivor, Stephan Davis<br/> Titanic, My Story, Ellen Emerson White</p> <p><b>Poetry:</b></p> <p>The Walrus and the Carpenter, by Lewis Carroll</p> |
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# Maths

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| <p><u>Reason with large whole integers</u></p> <p>R • Read, write, order and compare numbers up to one million</p> <ul style="list-style-type: none"> <li>• Round numbers within one million to the nearest multiple of powers of ten</li> <li>• Read Roman numerals up to M</li> </ul> <p><u>Integer addition and subtraction</u></p> <ul style="list-style-type: none"> <li>• Use rounding to estimate</li> <li>• Use a range of mental calculation strategies to add and subtract integers</li> <li>• Illustrate and explain the written method of column addition and subtraction</li> <li>• Select efficient calculation strategies</li> </ul> <p><u>Line graphs and timetables</u></p> <ul style="list-style-type: none"> <li>• Complete, read and interpret data presented in line graphs</li> <li>• Read and interpret timetables including calculating intervals</li> </ul> | <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> <li>• Identify multiples and factors</li> <li>• Investigate prime numbers</li> <li>• Multiply and divide by 10, 100 and 1000 (integers)</li> <li>• Multiply and divide using derived facts</li> <li>• Use written methods to multiply and divide</li> <li>• Use a range of mental calculation strategies</li> </ul> <p><u>Perimeter and area</u></p> <ul style="list-style-type: none"> <li>• Investigate area and perimeter of rectilinear shapes</li> <li>• Estimate area of non rectilinear shapes</li> </ul> | <p><u>Fractions and decimals</u></p> <ul style="list-style-type: none"> <li>• Read, write, order and compare decimals</li> <li>• Round decimals to the nearest whole number</li> <li>• Represent, identify, name, write, order and compare fractions (including improper and mixed numbers)</li> <li>• Calculate fractions of amounts</li> </ul> <p><u>Angles</u></p> <ul style="list-style-type: none"> <li>• Classify, compare and order angles</li> <li>• Measure a draw angles with a protractor</li> <li>• Understand and use angle facts to calculate missing angles</li> </ul> | <p><u>Fractions and percentages</u></p> <ul style="list-style-type: none"> <li>• Add, subtract fractions with denominators that are multiples of the same number</li> <li>• Multiply fractions (and mixed numbers) by a whole number</li> <li>• Explore percentage, decimal, fractions equivalence</li> </ul> <p><u>Transformations</u></p> <ul style="list-style-type: none"> <li>• Coordinates in all four quadrants</li> <li>• Translation and reflection</li> <li>• Calculate intervals across zero as a context for negative numbers</li> </ul> | <p><u>Converting units of measure</u></p> <ul style="list-style-type: none"> <li>• Convert between metric units of length, mass and capacity and units of time</li> <li>• Know and use approximate conversion between imperial and metric</li> </ul> <p><u>Calculating with whole numbers and decimals</u></p> <ul style="list-style-type: none"> <li>• Mental strategies to add and subtract involving decimals</li> <li>• Formal written strategies to add, subtract and multiply involving decimals</li> <li>• Multiply and divide decimal numbers by ten, 100 and 1,000</li> <li>• Derive addition, subtraction and multiplication facts involving decimals</li> </ul> | <p><u>2-D and 3-D shape</u></p> <ul style="list-style-type: none"> <li>• Classify 2-D shapes and reason about regular and irregular polygons</li> <li>• Properties of diagonals of quadrilaterals</li> <li>• Classify 3-D shapes</li> <li>• 2-D representations of 3-D shapes.</li> </ul> <p><u>Volume</u></p> <ul style="list-style-type: none"> <li>• Use cube numbers and notation</li> <li>• Estimate volume</li> <li>• Convert units of volume</li> </ul> <p><u>Problem solving</u></p> <ul style="list-style-type: none"> <li>• Negative numbers and calculating intervals across zero</li> <li>• Calculating the mean</li> <li>• Interpret remainders</li> <li>• Investigate numbers: consecutive, palindromic, multiples</li> </ul> |
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# Science

## Working Scientifically Upper Key Stage 2



# Science

### Biology: Living things and their habitats

Understand the life process of a plant

Understand the life cycles of mammals

Compare the life cycles of insects and amphibians

### Chemistry: Properties of Materials

Exploring properties of materials

Explore thermal conductors and thermal insulators

Explore the hardness of materials

### Chemistry: Changes of materials

Use evaporation to recover the solute from a solution

Recognise and describe reversible changes

Observe chemical

### Physics: Forces

Explore gravity and the life and work of Isaac Newton

Examine the connection between air resistance and parachutes

### Physics – Earth and Space

Explore the solar system and its planets

Understand the heliocentric model of the solar system

Explain the Earth's movement in space

### Biology: Animals, including humans

Identify the key stages of a mammal's life cycle

Explore the gestation periods of mammals

Learn about foetal development

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| Computing | <p>Understand the life cycle of birds and reptiles</p> <p>Know about the life and work of Jane Goodall and David Attenborough</p> <p>Research and present the life cycle of a creature</p> <p><b>Enrichment Trip: Creekside Discovery Centre</b></p>                                                                                                            | <p>Discover materials that become soluble in water</p> <p>Investigate the solubility of materials</p> <p>Explore how mixtures could be separated by filtering, sieving, evaporating or magnets</p>                                                                                                                                                                                                                                                                                                   | <p>reactions and describe how we know new materials are made</p> <p>Investigate rusting reactions</p> <p>Investigate burning reactions</p> <p>Investigate chemical reactions - acids and bicarbonate of soda</p>                                                                                                                                                                  | <p>Explore factors which affect an object's ability to resist water</p> <p>Investigate the effects of friction on different surfaces</p> <p>Investigate mechanisms - levers and pulleys</p> <p>Investigate mechanisms – gears</p>                                                                                                                                                                                                                                                                            | <p>Explain the Earth's rotation and night and day</p> <p>Explain the movement of the Moon</p> <p>Design a planet using knowledge gained</p>                                                                                                                                                                                                                             | <p>Investigate the hand span of different aged children</p> <p>Learn about the changes experienced during puberty</p> <p>Describe the changes humans may experience during adulthood and old age</p>                                                                                                                                                                  |
|           | <p><u>Computing systems and networks</u></p> <p><b>systems and searching</b><br/>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>Explain what a strong password is and demonstrate how to create one.</p> | <p><u>Creating media</u></p> <p><b>Video production</b><br/>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</p> | <p><u>Programming A</u></p> <p><b>Selection in physical computing</b><br/>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> | <p><u>Data and information</u></p> <p><b>Flat-file databases</b><br/>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> | <p><u>Creating media</u></p> <p><b>Introduction to vector graphics</b><br/>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</p> | <p><u>Programming B</u></p> <p><b>Selection in quizzes</b><br/>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> |

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| Geography |                                                                                                                                                                                                                                                                                                                                                                     | <b>What is life like in the Alps?</b><br><br>Investigating tourism in mountain environments by learning about the climate and features of the Alps, with a focus on Innsbruck. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Why do oceans matter?</b><br><br>Examining the importance of oceans by learning how people use and affect marine environments. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Would you like to live in the desert?</b><br><br>Examining hot desert biomes by mapping the world's major deserts and investigating the physical features of the Mojave Desert.                                                                                                                                                                                                                                                                                                                            |
| History   | <b>Key individuals: Harriet Tubman</b> <ul style="list-style-type: none"> <li>To know who Harriet Tubman was</li> <li>To recall some of the key events in Harriet Tubman's life</li> <li>To understand slavery and why it is abolished today</li> <li>To why Harriet Tubman was brave</li> <li>To understand why Harriet Tubman is still important today</li> </ul> |                                                                                                                                                                                | <b>Key individuals Mathew Henson and Tenzing Norgay</b><br><b>Literacy link- Historical Explorers through history Exploration</b> <ul style="list-style-type: none"> <li>Learn about why people risked their lives to explore</li> <li>Know what an explorer would take with them on an expedition</li> <li>Study the life of Mathew Henson</li> <li>Create a timeline of explorers expeditions over time</li> <li>Discuss some significant events from exploration history</li> </ul> |                                                                                                                                   | <b>Vikings Beowulf</b> <ul style="list-style-type: none"> <li>Understand what Invading and Settling is.</li> <li>Investigate reasons why Anglo-Saxons invaded Britain.</li> <li>Understand where the Vikings came from and how they travelled</li> <li>Understand the order of Viking raids and explain why the Vikings raided monasteries.</li> <li>Understand who King Alfred the Great was.</li> <li>Make inferences from artefacts.</li> <li>Explain how Christianity came to Britain.</li> <li>Use evidence to</li> </ul> | <b>Local history unit: Former Dock Managers Office and 1-14 Dock Offices</b><br><b>Grade: II (List Entry Number: 1393869)</b> <ul style="list-style-type: none"> <li>Develop an awareness of Rotherhithe's past</li> <li>To identify similarities and differences between ways of life in Rotherhithe through different periods.</li> <li>Compare an aerial photograph from the past to a modern day map</li> <li>To create a piece of art based on the heritage site, Former Dock Managers Office</li> </ul> |

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|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                               | explore how Vikings truly lived.                                                                                                                                                         |                                                                                                                                                                                                                                                                   |
| <b>RE</b>        | 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?                                                                                                                                                                                                        |
| <b>PSHE/SMSC</b> | <p><b>L1:</b> Class Charter, expectations and brain break reminder</p> <p><b>L2, L3 and L4 Mind up: Getting Focused</b><br/>Lesson 1: How our Brain Works<br/>Lesson 2: Mindful Awareness<br/>Lesson 3: Focused Awareness</p> <p><b>L5: Zones of regulation</b><br/>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.<br/><br/>Create zones of regulation</p> | <p><b>My Healthy Self</b><br/>How can I support my mind and body as I grow?</p> <p>L1 What do food labels really tell us?</p> <p>L2 How active am I and how can I move more?</p> <p>L3 What are the different types of physical activity and how do they affect us?</p> <p>L4 How can I recognise complex feelings?</p> <p>L5 How can I respond to strong and complex</p> | <p><b>Connecting with others</b><br/>How can we respect each other?</p> <p>L1 How can I show self-respect?</p> <p>L2 How can I show respect to others?</p> <p>L3 How can I build trusting friendships?</p> <p>L4 How can we solve friendship challenges?</p> <p>L5 How should I respond to bullying?</p> <p>L6 What is a stereotype?</p> | <p><b>The Online World</b><br/>How can we decide what to trust online?</p> <p>L1 How can the internet be helpful and challenging?</p> <p>L2 Is all online content appropriate for me?</p> <p>L3 Why should we be careful what we trust online?</p> <p>L4 How can we check if online information is reliable?</p> <p>L5 How can we use multiple sources to</p> | <p><b>Citizenship</b><br/>How can we make a difference in our communities and beyond?</p> <p><b>To be reviewed and updated when the new National Curriculum is released in 2027.</b></p> | <p><b>Christopher Winter Project</b><br/>(SRE and Drugs &amp; Alcohol Education)</p> <p><b>Puberty, Relationships &amp; Reproduction - Lesson 1:</b> Talking about Puberty<br/><b>Lesson 2:</b> The Reproductive system<br/><b>Lesson 3:</b> Help and Support</p> |

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|                                | <p>posters.</p> <p><b><u>L6: Kapow Introduction Lesson</u></b><br/>-Setting ground rules for PSHE lessons.</p> <p><b><u>L7 and L8 X2 Empathy Lessons</u></b><br/>- To understand how to respond empathetically in complex social situations.<br/>To apply empathy to real-life school or community situations.</p> | <p>feelings?</p> <p>L6 How can we tell when someone might need support with their mental health?</p> |                                                                                                                                                                                                                                                                                                                                                              | <p>check online information?</p> <p>L6 Why should we question what we see online?</p> |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Art &amp; Design</b></p> | <p>Drawing: Depth, emotion and movement</p> <p>Investigating how drawing can express emotion, movement and depth, inspired by the work of Charlie Mackesy and Elizabeth Catlett.</p> <p>Outcome: prints</p> <p><b>Artist Focus: Charlie Mackesy</b></p>                                                            | <p><b>Enrichment Trip: National Portrait Gallery</b></p>                                             | <p>Painting and mixed media: Portraits</p> <p>Investigating self-portraits by a range of artists, pupils use photographs of themselves as a starting point for developing their own unique self-portraits in mixed media.</p> <p>Outcome: portrait</p> <p><b>Artist focus: Chila Kumari Singh Burman</b></p> <p><b>Enrichment Trip: National Gallery</b></p> |                                                                                       | <p>Sculpture and 3D: Interactive installation</p> <p>Exploring how artists use space, scale and materials to create installation art that conveys ideas, transforms spaces and shapes the viewer's experience.</p> <p>Outcome: installation</p> | <p>Craft and Design: Architecture (Kapow 5)</p> <p>Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.</p> <p>Outcomes: design of a monument</p> <p><b>Artist focus: Zaha Hadid</b></p> |

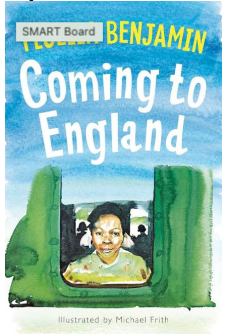
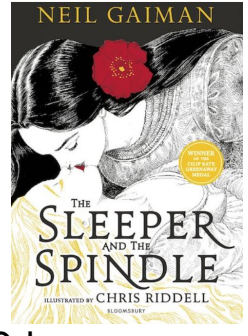
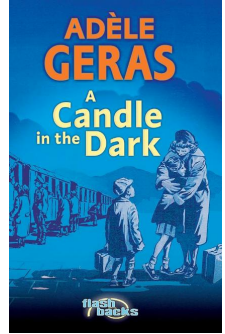
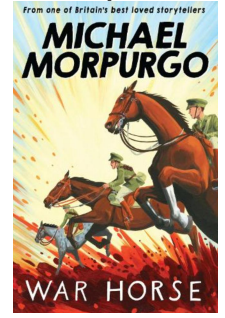
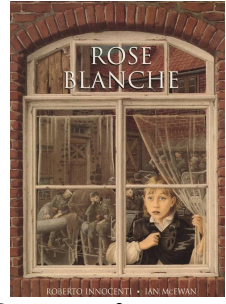
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| Design Technology |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Structures</b><br/><u>Bridges</u></p> <p>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.'</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Cooking and Nutrition (STEAM WEEK)</b></p> <p><u>Developing a recipe</u></p> <p>Our refreshed Y5 cooking and nutrition unit including opportunities for children to learn a simple curry recipe and adapt it to improve nutritional content.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Textiles</b></p> <p><u>Bags</u></p> <p>Designing pattern pieces, making a bag for a specific user and thinking about aesthetics and functionality.</p> |
| Music             | <p><u>Cyclic Music</u></p> <p><b><u>Unit Aim:</u> To develop children's ability to perform rhythmic patterns confidently and with a strong sense of pulse.</b></p> <ul style="list-style-type: none"> <li>➤ To understand what cyclic music is</li> <li>➤ To make up and write down a 4X4 rhythmic phrase and play it accurately</li> <li>➤ To play a class cyclic piece accurately and to understand how improvising can be played over a cyclic pattern</li> <li>➤ To play a repeated pattern in 7 time</li> </ul> <p>To practice and complete this unit's work</p> |                                                                                                                                                                                                                         | <p><u>Instrumental Recorder Lessons</u></p> <p><b><u>Unit Aim:</u> To develop children's ability to play known songs on a recorder with correct fingering.</b></p> <ul style="list-style-type: none"> <li>➤ Learn to hold the recorder correctly. Learn how to play the note B</li> <li>➤ Learn to play the note A. Learn to read crotchet rests. Learn a new song using B and A. Learn to read quavers</li> <li>➤ Learn the note G. Learn to read syncopated rhythms. Work on tonguing. Sing and play a new song using B, A and G</li> <li>➤ Learn the note C. Learn the note high D. Learn to read quaver rests</li> <li>➤ Introduce the right hand. Play the note E. Work on tone control blowing</li> </ul> |                                                                                                                                                                                                                                                        | <p><u>Harmony</u></p> <p><b><u>Unit Aim:</u> - To develop pupils' ability to sing and play music in 2-3 parts and transfer known songs to tuned instruments</b></p> <ul style="list-style-type: none"> <li>➤ To understand how songs can be sung in 2 parts using rounds</li> <li>➤ To add drones and ostinatos to known songs and understand the construction process</li> <li>➤ To understand various ways songs can be sung in two or three parts</li> <li>➤ To find and play a round accurately on tuned instrument.</li> </ul> <p>To work in a group to perform a song in 2 parts.</p> |                                                                                                                                                              |

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|    |                            |                                | hot or cold air                |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     |
| PE | Invasion Games<br>Football | Striking &Fielding<br>Softball | Net & Wall<br>Games Volleyball | Invasion Games<br>Basketball | Central School of<br>Ballet<br>Step Up to Dance<br>Unit (with Dance<br>Teachers from CSB)<br>they will be<br>supported to: <ul style="list-style-type: none"> <li>• Reflect on<br/>how the<br/>sessions and<br/>performance<br/>make them<br/>feel</li> <li>• Build self-<br/>regulation<br/>strategies</li> <li>• Recognise<br/>the<br/>transferable<br/>skills learnt in<br/>dance</li> <li>• Perform<br/>dances with<br/>expression<br/>and<br/>accuracy</li> </ul> | Athletics<br>Sports day Preparation |
|    |                            |                                |                                |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     |

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|         | <p>OAA Problem Solving</p> <p>Problem solving</p> <p>Tactics</p> <p>Rules</p> <p>Physical ability</p>                                                                                                                                                                                                                                                                                                                         | <p>Invasion Games</p> <p>Tag Rugby</p> <p>Communication</p> <p>Tactics</p> <p>Rules</p> <p>Teamwork</p> <p>Physical Ability</p> <p>Leadership</p>                                                                                                                                                                         | <p>Gymnastics</p> <p>Feedback</p> <p>Analysis</p> <p>Technique</p> <p>Physical ability</p>                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Net &amp; Wall Games</p> <p>Tennis</p> <p>Technique</p> <p>Feedback</p> <p>Respect</p>                                                                                                                                                                                                                                                                                                                                                  | <p>Striking &amp;Fielding (Cricket &amp; Rounders)</p> <p>Tactics</p> <p>Technique</p> <p>Rules</p> <p>Understanding</p>                                                                                                                                                                                                                           | <p>Athletics</p> <p>Technique</p> <p>Effort</p> <p>Confidence</p> <p>Rules</p> <p><b>Sports day Prep</b></p> <p>Feedback</p> <p>Respect</p> <p>Understanding</p>                                                                                                                                                                                                                                                                                                                                                         |
| Spanish | <p><b><u>Describing Family and Friends in Spanish</u></b></p> <p>To ask and answer questions about family members.</p> <p>To describe the relationship between family members.</p> <p>To identify the third person singular form of some common verbs.</p> <p>To describe what someone likes to do.</p> <p>To write a short descriptive text about a person.</p> <p>To identify key information in descriptive sentences.</p> | <p><b><u>Spanish Portraits</u></b></p> <p>To use language detective skills to interpret meaning.</p> <p>To describe a person's eyes and hair.</p> <p>To translate portrait descriptions.</p> <p>To describe plural nouns.</p> <p>To describe portraits orally.</p> <p>To compose a written description of a portrait.</p> | <p><b><u>Sports in Spanish</u></b></p> <p>To apply knowledge of verbs when asking and answering questions about sport.</p> <p>To recognise and use imperative verbs to give game instructions.</p> <p>To translate written instructions for the Maya ball game.</p> <p>To use instructional and motivational language when playing the Maya ball game.</p> <p>To identify and classify keywords from instructions for games.</p> <p>To create written instructions for an original ball game.</p> | <p><b><u>Spanish Food and Drink</u></b></p> <p>To express likes and dislikes about food.</p> <p>To ask and answer questions about food preferences.</p> <p>To listen to spoken language and identify food preferences.</p> <p>To deduce a person's pizza choice by finding out their food preferences.</p> <p>To conduct an interview about food preferences.</p> <p>To develop questioning skills to find out about food preferences.</p> | <p><b><u>A trip across Spain</u></b></p> <p>To describe the location of some Spanish cities.</p> <p>To use a range of strategies to widen vocabulary for describing places.</p> <p>To construct sentences describing future plans.</p> <p>To discuss future travel plans.</p> <p>To create a role play conversation about future travel plans.</p> | <p><b><u>Saving South America</u></b></p> <p>To interpret locational language in a description of South America.</p> <p>To construct comparative sentences about South America's environment.</p> <p>To discuss ways to help protect South America's environment.</p> <p>To write a set of instructions for creating a healthy world.</p> <p>To script an advert campaigning for action on South America's environmental problems.</p> <p>To present adverts campaigning for action on South America's environmental</p> |

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## Year 6 Curriculum Map

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

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| <b>Maths</b> | <p><u>Diagnostic assessment to determine the order and length of time taught in each of the following topic units.</u></p> <p><u>Integers and Decimals</u><br/>         Represent, read, write, order and compare numbers up to ten million<br/>         Round numbers, make estimates and use this to solve problems in context<br/>         Solve multi-step problems involving addition and subtraction</p> <p><u>Multiplication and Division</u><br/>         Identify and use properties of number, focusing on primes<br/>         Multiply larger integers and decimal numbers using a range of strategies<br/>         Divide integers by 1-digit and 2-digit numbers representing remainders appropriately<br/>         Illustrate and explain formal multiplication and division strategies</p> <p><u>Calculations and Problems</u><br/>         Understand the use of brackets<br/>         Use knowledge of the order of operations to carry out calculations<br/>         Generate and describe linear number sequences<br/>         Express missing number problems algebraically<br/>         Solve equations with unknown values</p> <p><u>Fractions and decimals</u><br/>         Deepen understanding of equivalence<br/>         Order, simplify and compare fractions, including those greater than one<br/>         Recall equivalence between common fractions and decimals<br/>         Find decimal quotients using short division<br/>         Add and subtract fractions<br/>         Represent multiplication involving fractions<br/>         Multiply two proper fractions<br/>         Divide a fraction by an integer</p> <p><u>Percentages (with fraction and decimal equivalence)</u><br/>         Calculate and compare percentages of amounts<br/>         Connect percentages with fractions</p> |  |                                                                                                                |     |  | Consolidation<br><br>Project based<br>mathematical<br>learning<br><br>KS3 preparation |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                 |                                                                                                                                                                               |                                                                                                                                                                                                      |                                                                                                                                                                                                                          |                                                                                                                                                                                                           |
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| Science | <p>Explore the equivalence</p> <p><u>Decimals and measures</u><br/>Use, read, write and convert between standard units of measures; length, mass, time, money and volume as well as imperial units<br/>Calculate the area of parallelograms and triangles<br/>Calculate, estimate and compare the volume of cuboids</p> <p><u>Missing angles and length</u><br/>Compare and classify a range of geometric shapes<br/>Use angle facts to find unknown angles</p> <p><u>Coordinates and shape</u><br/>Draw a range of geometric shapes using given dimensions and angles<br/>Describe, draw, translate and reflect shapes on a co-ordinate plane<br/>Recognise and construct 3-D shapes<br/>Name and illustrate parts of a circle</p> <p><u>Statistics</u><br/>Calculate the mean<br/>Construct and interpret lines graphs and pie charts<br/>Compare pie charts</p> <p><u>Proportion problems</u><br/>Use fractions to express proportion<br/>Identify ratio as a relationship between quantities and as a scale factor<br/>Unequal sharing involving ratio</p> <p><u>SATs preparation and consolidation</u></p> |                                                                                                                                                                 |                                                                                                                                                                               |                                                                                                                                                                                                      |                                                                                                                                                                                                                          |                                                                                                                                                                                                           |
|         | <p><b>Biology: Living Things and their Habitats</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Physics: Electricity</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> | <p><b>Physics: Light</b></p> <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects</p> | <p><b>Looking after our environment</b></p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs and bar and</p> | <p><b>Biology: Animals including Humans</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of</p> | <p><b>Biology: Evolution and inheritance</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of</p> |

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|                  | <p>including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>                                                                                    | <p>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 switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>        | <p>are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> | <p>line graphs</p> <p>Reporting and presenting findings from enquiries - including conclusions, causal relationships and explanations of and a degree of trust in results - in oral and written forms such as displays and other presentations</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>Using test results to make predictions to set up further comparative and fair tests</p> | <p>diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>                                                                                                                | <p>years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p><b>Enrichment Trip: Creekside Discovery Centre</b></p> |
| <b>Computing</b> | <p><u>Computing systems and networks</u></p> <p><b>Communication</b><br/>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they</p> | <p><u>Creating media</u></p> <p><b>Web page creation</b><br/>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given</p> | <p><u>Programming A</u></p> <p><b>Variables in games</b><br/>Use sequence, Selection, and repetition in programs; work with variables and various forms of input and output</p>                                                                                                                                                                    | <p><u>Data and information</u></p> <p><b>Spreadsheets</b><br/>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</p>                                                                                                                                                                                                  | <p><u>Creating media</u></p> <p><b>3D Modelling</b><br/>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,</p> | <p><u>Programming B</u></p> <p><b>Sensing</b><br/>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>                                                                                                                            |

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|                  | offer for communication and collaboration                                                                                                                                                                                                                                                                                                                                                            | goals, including collecting, analysing, evaluating and presenting data and information                                                                  |                                                                                                                                                                                                                                                                                                                                        | accomplish given goals, including collecting, analysing, evaluating and presenting data and information                                                                                                                                                                            | evaluating and presenting data and information                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                          |
| <b>Geography</b> |                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Can I carry out an independent fieldwork enquiry?</b><br>Observing, measuring, recording and presenting their own fieldwork study of the local area. |                                                                                                                                                                                                                                                                                                                                        | <b>Why does population change?</b><br>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. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Where does our energy come from?</b><br>Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment. |
| <b>History</b>   | <b>Key individuals</b><br>Windrush<br>In depth study of a significant historical figure – <b>Benjamin Zephaniah</b> <ul style="list-style-type: none"> <li>Introduce the British Empire and the Transatlantic slave trade</li> <li>Research and explore the participation of people of Caribbean descent during and after WW2</li> <li>Understand bias against certain artefacts from the</li> </ul> |                                                                                                                                                         | <b>WW2</b> <ul style="list-style-type: none"> <li>When the war started/ended</li> <li>The countries that fought in the World War</li> <li>What rationing was</li> <li>Which places were bombed and why</li> <li>What the Blitz was and who was affected</li> <li>What evacuation meant</li> <li>What D-Day was</li> <li>Why</li> </ul> |                                                                                                                                                                                                                                                                                    | <b>Local history unit: London hydraulic pumping station (list number: 1385816)</b> <ul style="list-style-type: none"> <li>Develop an awareness of Rotherhithe's past</li> <li>To identify similarities and differences between ways of life in Rotherhithe through different periods.</li> <li>Compare an aerial photograph from the past to a modern day map</li> <li>To create a piece of art based on the heritage site, London hydraulic power company former</li> </ul> |                                                                                                                                                                                          |

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|                  | <p>past.</p> <p>Recognise and discuss the roles of individuals from the Windrush period, understanding why they migrated and being able to evaluate their achievements to British history and culture. - Create models local heritage site</p> <p>- Create a map of the local area of Rotherhithe</p>                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                  | <p>propaganda was important</p> <ul style="list-style-type: none"> <li>The role of men and women during the war</li> </ul> <p>How the Second World War changed the world</p>                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                     | pumping station                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>RE</b>        | 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?                                                                                                                                                                                                                                                                                                                                                             |
| <b>PSHE/SMSC</b> | <p><b>L1:</b> Class Charter, expectations and brain break reminder</p> <p><b>L2, L3 and L4 Mind up: Getting Focused</b></p> <p>Lesson 1: How our Brain Works</p> <p>Lesson 2: Mindful Awareness</p> <p>Lesson 3: Focused Awareness</p> <p><b>L5: Zones of regulation</b></p> <p>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.</p> <p>Create zones of</p> | <p><b>My Healthy Self</b></p> <p>How do my choices today shape my future</p> <p>L1 What do food labels really tell us?</p> <p>L2 How active am I and how can I move more?</p> <p>L3 What are the different types of physical activity and how do they affect us?</p> <p>L4 How can I recognise complex feelings?</p> <p>L5 How can I respond to strong and complex feelings?</p> | <p><b>Connecting with others</b></p> <p>Why are healthy relationships important?</p> <p>L1 What makes me who I am?</p> <p>L2 How do families show commitment to each other?</p> <p>L3 How can families support and protect each other?</p> <p>L4 What helps us make and maintain healthy friendships?</p> <p>L5 How can we manage challenges in</p> | <p><b>The Online World</b></p> <p>How do I feel about the things I see online?</p> <p>L1 How do online platforms keep users engaged?</p> <p>L2 How can I make safe choices if I am gaming online?</p> <p>L3 Is online content always realistic?</p> <p>L4 What is harmful online behaviour?</p> <p>L5 Does what we post online matter?</p> <p>L6 How does being</p> | <p><b>Citizenship</b></p> <p>How can we protect everyone's rights?</p> <p><b>To be reviewed and updated when the new National Curriculum is released in 2027.</b></p> | <p><b>Christopher Winter Project</b></p> <p>(SRE and Drugs &amp; Alcohol Education)</p> <p><b>Puberty, Relationships &amp; Reproduction - Lesson 1:</b> Puberty &amp; Reproduction</p> <p><b>Lesson 2:</b> Communication in Relationships</p> <p><b>Lesson 3:</b> Families, Conception &amp; Pregnancy</p> <p><b>Lesson 4:</b> Online Relationships.</p> <p><b>Drug education –</b> preventing early use.</p> |

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|                                | <p>regulation posters.</p> <p><b><u>L6: Kapow Introduction Lesson</u></b><br/>-Setting ground rules for PSHE lessons.</p> <p><b><u>L7 and L8 X2 Empathy Lessons</u></b><br/>- To understand how to respond empathetically in complex social situations.<br/>To apply empathy to real-life school or community situations.</p>                                                                                                | L6 How can we tell when someone might need support with their mental health? | <p>friendships?</p> <p>L6 How can I be assertive and respectful?</p>                                                                                                                                                                                                                                                                                                                                        | online make me feel? |                                                                                                                                                                                                                                                     | <p><b>Extra Kapow Unit – Identity</b></p> <p>- L1 – What is Identity<br/>L2 Identity and body language</p>                                                                                                                                                                                             |
| <p><b>Art &amp; Design</b></p> | <p><u>Drawing: Make my voice heard</u></p> <p>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.</p> <p>Outcomes:<br/>Create powerful poster on sustainability</p> <p><b>Artist focus: Pablo Picasso</b></p> |                                                                              | <p><u>Painting and mixed media: Artist study</u></p> <p>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.</p> <p>Outcome: own piece of art based on their chosen artist</p> <p><b>Artist focus: David Hockney</b></p> |                      | <p><u>Sculpture and 3D: Making memories</u></p> <p>Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p> <p>Outcomes: memory box</p> | <p><u>Craft and design: Photo opportunity</u></p> <p>Developing photography skills and techniques to design a range of creative photographic outcomes.</p> <p>Outcome: collective photo album</p> <p><b>Artist focus: Derek O Boateng</b></p> <p><b>Enrichment Trip: National Portrait Gallery</b></p> |

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| Design Technology |       | <p><b>Electricity</b></p> <p><u>Make a doodler</u></p> <p>Our Doodlers unit explores series circuits further and introduces motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.</p>                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Cooking and Nutrition (STEAM WEEK)</b></p> <p><u>Come dine with me</u></p> <p>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.</p>                                                                                                                                                                                                       |  | <p><b>Digital world:</b></p> <p><u>Navigating the world</u></p> <p>Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.</p> |
|                   | Music | <p><u>Staff Notation</u></p> <p><b>Unit Aim - To develop pupils' ability to read staff notation.</b></p> <ul style="list-style-type: none"><li>➤ To learn the mnemonics of notes on the lines and in the spaces of the C major scale.</li><li>➤ To identify songs by reading staff notation</li><li>➤ To play a known song with 5 pitches from staff notation</li><li>➤ To play an unknown melody with 5 pitches from staff notation</li><li>➤ Compose a short melody in C major</li></ul> | <p><u>Compound Time</u></p> <p><b>Unit Aim - To develop pupils' ability to write and notate a song in compound time</b></p> <ul style="list-style-type: none"><li>➤ To understand the difference between simple and compound time</li><li>➤ To work out rhythm of known songs in compound time</li><li>➤ To play known song in compound time on tuned percussion from stave notation</li><li>➤ To create new lyrics to a known song in compound time</li></ul> <p>To compose a new melody for a</p> | <p><u>Composition</u></p> <p><u>Music Through the Ages</u></p> <p><b>Unit Aim - To develop pupils' ability to recognise and engage with music from different historic periods and genres</b></p> <ul style="list-style-type: none"><li>➤ To understand the Western Classical Music timeline</li><li>➤ To recognise and engage with Medieval music c.500-1400</li><li>➤ To recognise and engage with Renaissance music c.1400-1600</li><li>➤ To recognise and engage with Baroque music</li></ul> |  |                                                                                                                                                                                                                                               |

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|         | and notate                                                                                           |                                                                                                     | compound song and add a drone and perform.                                                      |                                                                                          | c. 1600-1750<br><br>➤ To recognise and engage with Classical music<br>c.1730-1820<br><br>➤ To recognise and engage with Romantic music<br>c. 1800-1910<br><br>➤ To recognise and engage with Modern/20th Century music<br>c. 1890-1975<br>. |                                                                                           |
| PE      | Invasion Games Hockey                                                                                | Invasion Games Basketball                                                                           | Net & Wall Games Volleyball                                                                     | Striking &Fielding Softball                                                              | <u>Musical Theatre</u><br>With Pioneer Dance Teacher<br><br>Create and perform complex dance routines with evaluation linked with Year 6 Performance                                                                                        | Athletics<br>Sports day Preparation                                                       |
|         | OAA Problem Solving<br>Problem solving<br>Tactics<br>Rules<br>Physical ability                       | Tag Rugby<br>Communication<br>Tactics<br>Rules<br>Teamwork<br>Physical Ability<br>Leadership        | Gymnastics<br>Feedback<br>Analysis<br>Technique<br>Physical ability                             | Athletics<br>Technique<br>Effort<br>Confidence<br>Rules                                  | Net & Wall Games<br>Tennis<br>Technique<br>Feedback<br>Respect<br><br><u>Sports day Prep</u><br>Feedback<br>Respect<br>Understanding                                                                                                        | Striking &Fielding (Cricket & Rounders)<br>Tactics<br>Technique<br>Rules<br>Understanding |
| Spanish | <u>Describing Family and Friends in Spanish</u><br>To ask and answer questions about family members. | <u>Spanish Portraits</u><br>To use language detective skills to interpret meaning.<br>To describe a | <u>Shopping in Spain</u><br>To explore pronunciation rules using vocabulary for food and market | <u>Household tasks in Spanish</u><br>To interpret and translate opinions about household | <u>A trip across Spain</u><br>To describe the location of some Spanish cities.<br>To use a range of strategies to widen                                                                                                                     | <u>Saving South America</u><br>To interpret locational language in a description of       |

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|  | <p>To describe the relationship between family members.</p> <p>To identify the third person singular form of some common verbs.</p> <p>To describe what someone likes to do.</p> <p>To write a short descriptive text about a person.</p> <p>To identify key information in descriptive sentences.</p> | <p>person's eyes and hair.</p> <p>To translate portrait descriptions.</p> <p>To describe plural nouns.</p> <p>To describe portraits orally.</p> <p>To compose a written description of a portrait.</p> | <p>stalls.</p> <p>To describe the location of a market stall using prepositions.</p> <p>To express different amounts of money using numbers up to 100.</p> <p>To express how much/how many using food vocabulary.</p> <p>To adapt and use language structures for a shopping game.</p> <p>To create and use dialogue for a shopping transaction.</p> | <p>tasks.</p> <p>To find and categorise vocabulary from descriptions of different robots.</p> <p>To describe a robot's purpose using verbs and adverbs.</p> <p>To write a descriptive text about an invented robot.</p> <p>To describe the functions of a robot using a persuasive advert.</p> <p>To evaluate and justify a choice of robot.</p> | <p>vocabulary for describing places.</p> <p>To construct sentences describing future plans.</p> <p>To discuss future travel plans.</p> <p>To create a role play conversation about future travel plans.</p> | <p>South America.</p> <p>To construct comparative sentences about South America's environment.</p> <p>To discuss ways to help protect South America's environment.</p> <p>To write a set of instructions for creating a healthy world.</p> <p>To script an advert campaigning for action on South America's environmental problems.</p> <p>To present adverts campaigning for action on South America's environmental problems.</p> |
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