



Bollington St John's CE
Primary School

Bollington St John's Curriculum

Curriculum Intent

Our curriculum design meets the needs of every pupil, allowing them to strive for excellence in everything they do.

At our school, we ensure our children are equipped to become lifelong learners, and that their curriculum is filled with faith, creativity, wonder and awe.

We embrace diversity through promoting respect and celebrating our role as global citizens. We use enquiry and challenge, allowing our pupils to become independent, questioning learners. We encourage children to make connections, apply and reason, communicate and become critical thinkers.

Through the IPC, we have created a curriculum that is comprehensive, thematic and creative. With a clear process of progression through specific learning goals for every subject, our curriculum is knowledge based with a focus on topic-related vocabulary.

We recognise that a caring, mindful and emotionally healthy environment allows happy, calm and confident learners to flourish and thrive.

The curriculum is rooted in the needs and context of our community and learners. The foundations of our curriculum are rooted in quality first hand experiences, designed to secure knowledge and skills by encouraging all our learners to achieve their full potential.

Curriculum Implementation

Topics are thematic and written to engage and stimulate the children's interests. Except for EYFS, we work on a two year cycle.

Teachers will:

- Use entry points to hook the pupils in their learning.
- Use knowledge harvests to gain an understanding of the pupils starting points to ensure progression.
- Use artefacts, texts, activities, visits, music, sport and the arts to bring topics alive.
- Provide memorable first hand experiences, including using visitors to enrich the curriculum.
- Ensure pupils participate in dramatic performances, sports, public speaking or musical concerts.
- Develop local, national and global multi-cultural awareness by embedding our Christian, global and British Values across all learning.
- Provide meaningful use of locality and school grounds to ensure our community is reflected in our learning experiences.

Christian Values

Our worships further enhance the Christian ethos of our school through modelling and teaching Christian values. Each half term, we focus on a core value. The children are involved in choosing these values each academic year. These values are:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Respect	Compassion	Trust	Endurance	Growth	Peace

Wellbeing

Throughout their time at St John's, we teach the children a range of strategies, building a personal toolkit, to support their EHWP. This is alongside our work on PSHE and citizenship in our curriculum. We focus on different strategies in each class.

EYFS	Year 1/2	Year 3/4	Year 5/6
Worry bubbles	Simple relaxation techniques Calming strategies	Guided visualisation Work on positive and negative thoughts Useful thinking strategies	Scale the importance of a situation compared to reaction Conflict resolution Transition Dealing with stress techniques and coping strategies Use of LGBT steps Drug education visit

Global Days

At St John's, we believe that children will be better equipped for life beyond school if they are more globally aware. Across the academic year, we focus on specific global days. This is additional to our global curriculum. We aim to give the pupils the opportunity to embrace and reflect on their positions as global citizens.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sept- International Peace Day Oct- World Food Day- Harvest	Nov- World Children's Day Dec- Hanukkah Diwali	Jan- Chinese New Year Feb- Fair trade Day	Mar- World Book Day April- Easter/Passover	May- Ramadan/Celebrating Cultural Diversity Day	June- World Water Day/ Refugee Day July- Dharma Day

Other Enrichment Experiences

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
European Day of Languages Buddies PCSO visit Stay, Play and Pray	PCSO visit Anti-Bullying Week Christmas Jumper Day-Save the Children Class Assembly Christmas Plays/Nativity	National Internet Safety Day Mental Health Week NSPCC Young Voices Class Assembly Stay, Play and Pray	PCSO visit Talent Show Down Syndrome Day World Book Day Class Assembly Youth Parliament (biannually)	PCSO visit Transition Residential Sports' Day Class Assembly Stay, Play and Pray	PCSO visit Transition Academies Come Play with the Hallé (biannually) Leavers' Assembly

EYFS
Curriculum Design- Mapping the Curriculum

Class: 1 Year Groups: Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Theme	All about me This is me Sensational We are what we eat	Let's Celebrate Seasons	It's a wonderful world Freeze it Weather wonder	Paws, claws and whiskers Animal rescuers The brilliant bug ball Planting and growth	How is it made? My toy shop	When you go down to the woods Green fingers
Possible routes	Parts of the body What makes me special Family Similarities and differences between us all Special people in our lives People that help us.	Diwali Bonfire Night Christmas Similarities and differences between festivals History behind each festival Exploring the customs of other religions Respect.	Winter Freezing Melting Changes in weather Sustainability Recycling Protecting our local environment Encouraging wildlife.	Pets Vets role play Farm animals Native animals to UK Local wildlife Promoting local wildlife Hatching eggs Endangered species Protecting animals and habitats Sowing seeds and planting in the allotment	Toy making Musical instruments Materials and their properties Finding different materials for different uses Buildings Construction STEM challenges	Mini beast Tinker houses Woodland school Large scale art Pond dipping Tree identification Leaf and tree matching Allotment Local area- White Nancy, the Middlewood Way, the maze, viaduct, mills, park Life cycles of frogs and butterflies.
English Units	Writing our name Letter recognition and formation List making Labelling What makes us different/similar?	How do other people celebrate? Changes in seasons Card writing Story recounts Speech bubbles Telling stories	Predictions Maps Research skills, using books and ICT Animal stories Writing letters	How to care for our pets Information booklets Posters Fact finding	Preparation for Year One List making Instructions Reading non-fiction texts Fact finding New ways to record Visit from the toy makers	Preparation for Year One Designing tinker houses Story writing
Maths Units and Links	Baseline-getting to know our learners Numbers, counting and recognition Strong focus on how to represent numbers Subitising Recreate numbers in different ways	Shape, space and measure 2D shape Money Numbers, addition and subtraction Continue to look closely at numbers through maths Mastery 6-10	Numbers, counting and recognition Shape, space and measure Size, weight and capacity. Links: Prepositions Weighing and comparing objects in terms of size	Numbers, addition and subtraction Shape, space and measure 3D shape Time Links: Addition word problems Coding	Numbers, counting and recognition Addition and subtraction Doubling, halving and sharing Links: STEM challenges- how high can you build your	Shape, space and measure Position and distance Consolidation Links: Matching leaves Patterns Measuring larger scale objects, such as trees to

	<p>Add and subtract 1-5</p> <p>Links: Measuring height Counting people in our family Recognising significant numbers to us</p>	<p>Links: Measuring time in different ways-days of the week and dates on a calendar Diwali patterns Shapes Pictures</p>	<p>and weight</p>		<p>structure using 50 plastic cups? How many bricks will you use to build a house for the 3 little pigs?</p>	<p>identify age Following/creating simple maps to locations around Bollington</p>
<p>Understanding of the World</p> <p>Geography History Science People and Communities The World</p>	<p>Understanding the change in seasons Identifying features of the seasons.</p>	<p>Understanding and respecting other people's customs and religions Enjoying joining in with their own families customs Finding countries on a map Discover places of interest within these countries and history behind the stories (Chinese New Year, Rama and Sita)</p>	<p>Life cycles of trees and plants Wildlife identification Planting seeds Understanding growth and change Features of environment around us</p>	<p>Matching parent and baby animals Life cycles of plants and animals Comparing animals locally to those in other countries Adaptations of birds- beak and claws for different purposes Classifying animals Growth</p>	<p>Identifying the features of famous landmarks Great Wall of China Houses of Parliament Identifying features of structures and recreating them using a range of materials Investigating properties of materials for different purposes Floating Sinking</p>	<p>Observations on plants and animals Patterns and change within environment How to care for our environment Understand the impact of humans on the local environment</p>
<p>Book Lists</p>	<p>Funny Bones: Janet and Allan Ahlberg The Growing Story: Ruth Krauss and Helen Oxenbury Only One You: Linda Kranz The Name Jar: Yangsok Choi You Choose: Pippa Goodhart and Nick Sherratt The Human Body: Carron Brown All About Families: Felicity Brooks Marvellous Me: Lisa Bullard</p>	<p>Babushka: Dawn Casey How Winston Delivered Christmas: Alex Smith Grandpa Christmas: Michael Morpurgo Mog's Christmas: Judith Kerr Tree: Patricia Hegarty and Britta Teckentrup Fox in the Dark: Alison Green Secrets of Winter: Carron Brown Let's Celebrate: Festivals Around the World: Debjani Cahetterjee and Brian D'Arcy</p>	<p>Lost and Found: Oliver Jeffers A Dot in the Snow: Corrinne Avery The Bear: Raymond Briggs The Great Race: Christopher Corr The Magic Paintbrush: Julia Donaldson Lanterns and Fire Crackers: Jonny Zucker</p>	<p>Under the Canopy: Iris Volant This Moose Belongs to Me: Oliver Jeffers Tidy: Emily Gravett One Plastic Bag: Isatov Ceesay How to Help a Hedgehog and Protect a Polar Bear: Jess French and Angela Keoghan Disappearing Acts: Isabella Bunnell The Hunter: Paul Geraghty Red Alert!: Catherine Barr and Anne Wilson Oliver's Vegetables: Vivian French Secrets of the Vegetable garden: Carron Brown It Starts with a Seed: Laura Knowles The Tiny Seed: Eric Carle</p>	<p>Lost in the Toy Museum: David Lucas Kipper's Toy Box: Mick Inkpen Tous Around the World: Joanna Brundle Naught Bus: Jan and Jerry Oke The Toymaker: Martin Waddell Castles: Colin Thompson. Let's Build a House: Mick Manning Home: Carson Ellis. The House that Jack Built: Diana Mayo Iggy Peck- Architect: Andrea Beaty On the Construction Site: Carron Brown How Does My Home Work?: Chris Butterworth All Kinds of Homes: Thando Maclaren and Emma Damon</p>	<p>Superworm: Julia Donaldson Aaaarrggghh, Spider!: Lydia Monks. The Bee Book: Charlotte Milner Mad About Mini beasts: Giles Andrae The Very Hungry Caterpillar: Eric Carle Flight of the Honey Bee: Raymond Huber</p>

ICT and Technology	Age appropriate apps on the ipad Nessy IWB Ebooks CD player Beebots (link to maths) Coding Sound buttons	Age appropriate apps on the ipad Nessy IWB Ebooks CD player Beebots (link to maths) Coding Sound buttons	Age appropriate apps on the ipad Nessy IWB Ebooks CD player Beebots (link to maths) Coding Sound buttons	Age appropriate apps on the ipad Nessy IWB Ebooks CD player Beebots (link to maths) Coding Sound buttons	Age appropriate apps on the ipad Nessy IWB Ebooks CD player Beebots (link to maths) Coding Sound buttons	Age appropriate apps on the ipad Nessy IWB Ebooks CD player Beebots (link to maths) Coding Sound buttons
Music	Singing nursery rhymes and favourite songs Counting songs and tapping out rhythms Playing instruments alongside music Listening to music from other cultures Expressing ourselves through movement and dance	Singing nursery rhymes and favourite songs Counting songs and tapping out rhythms Playing instruments alongside music Listening to music from other cultures Expressing ourselves through movement and dance	Singing nursery rhymes and favourite songs Counting songs and tapping out rhythms Playing instruments alongside music Listening to music from other cultures Expressing ourselves through movement and dance	Singing nursery rhymes and favourite songs Counting songs and tapping out rhythms Playing instruments alongside music Listening to music from other cultures Expressing ourselves through movement and dance	Singing nursery rhymes and favourite songs Counting songs and tapping out rhythms Playing instruments alongside music Listening to music from other cultures Expressing ourselves through movement and dance	Singing nursery rhymes and favourite songs Counting songs and tapping out rhythms Playing instruments alongside music Listening to music from other cultures Expressing ourselves through movement and dance
Expressive Art and Design	Self portraits Colour mixing Making more accurate representations of people and objects Plays alongside other children engaged in a similar theme Introduces a storyline or narrative to their play	Creating patterns using different media Clay models (Diya lamps) Fireworks pictures cards Repeated patterns (maths link) Representations of objects and events	Small world play Role play scenarios Transient artwork Andy Goldsworthy Patterns in nature Observations of wildlife Kandinsky inspired artwork	Colour mixing and textures Animal prints and fur patterns Patterns within nature Construction with a purpose in mind.	Construction with a purpose in mind Use of simple tools Small world play- introduces a narrative, adapts work where necessary, sees the strengths in other people's work and their own, can make changes where needed Paul Klee inspired block painting	Leaf rubbing Role play Close up art work of plants and flowers- Georgia O'Keefe
Phonics	Phase 1 Focusing on alliteration, rhyme Hearing sounds in words (initial and final) Phase 2 Focusing on single sounds	Phase 2 Focusing on single sounds with segmenting and blending Tricky words	Phase 3 Digraphs and trigraphs to make words. Segmenting and blending to read and write Tricky words plus spellings	Phase 3 Digraphs and trigraphs to make words Segmenting and blending to read and write	Phase 4 Focusing on blends and patterns in words Tricky words	Phase 4/5 Focusing on alternative spellings and new digraphs and trigraphs Tricky word

RE	<p>What makes us special? Harvest Why do we celebrate? Creation</p>	<p>Who was Jesus? Christmas Why do people tell stories about Jesus? Why was Jesus' birth special?</p>	<p>What makes someone important? Why is God important to Christians?</p>	<p>Why did Jesus rise again? What does the resurrection mean to Christians?</p>	<p>What did Jesus say about being a good friend?</p>	<p>What makes a church a special place for Christians?</p>
PE	<p>Following instructions Balancing Gross motor skills</p>	<p>Following instructions Jumping Introduction to team games</p>	<p>Gymnastics Climbing equipment Music and movement</p>	<p>Introduction to throwing and catching Balls skills</p>	<p>Athletics Tag and evade</p>	<p>Striking and fielding Send and receive</p>
Glossary Bank	<p>Family mother, father, brother, sister, grandparents</p> <p>More obscure body parts shoulders, ankles, calf, thigh, shin, elbow</p> <p>Senses Smell, touch, taste, sight, hear</p> <p>Growing up baby, toddler, child, adult, teenager, younger, older, birthday</p> <p>Feelings happy, sad, angry, worried, pleased, excited, surprised, embarrassed, upset</p>	<p>Diwali Rama, Sita, Diya lamps, Rangoli, henna, mendhi patterns, festival of light, Lakshmi</p> <p>Bonfire Night fireworks, bang, crash, sparkle, Guy Fawkes, Gunpowder Plot</p> <p>Christmas nativity, Jesus, God, Mary, Joseph, shepherds, wisemen, Angel Gabriel</p>	<p>Seasons Winter, Spring, Summer, Autumn, changes, seasons, freezing, melting, weather, cloudy, sunny, hailstones, fog, ice, icy, windy, temperature, hot, cold</p> <p>Environment local, recycle, protect, wildlife.</p>	<p>Habitats mammals, reptiles, amphibians, fish, birds, mini beasts, herbivore, carnivore, nocturnal, diurnal, pets, wild animals, endangered species, protect, sustainability, recycle, reuse, waste, nature, allotment, sowing, seeds, growth, sunlight, oxygen, soil</p>	<p>Materials, properties, strong, soft, heavy, light, waterproof, test, investigate, construction, measure, magnetic, forces, push, pull, texture, build</p>	<p>Nature mini beasts, trees, identify, leaves, leaf skeleton, evidence, wildlife, green fingers</p>
PSHE/SRE/Well Being/P4C	<p>Confidence to talk to others about own wants and needs Can separate from main carer Aware of boundaries and expectations set</p>	<p>Beginning to solve problems more independently and without aggression Initiates conversation and takes in to account what others say</p>	<p>Able to find a solution to disputes- compromising. Can describe self in positive terms Through circle time or in the moment learning, children are encouraged to talk about their feelings and how others might also be feeling</p>	<p>Begin to develop sensitivity towards others and develop good relationships with both adults and children Take account of others people's ideas, thoughts and feelings</p>	<p>Work as part of a class or small team Confident to speak out in front of others Developing the confidence to ask others for help, alter plans where needed and build resistance if things go wrong</p>	<p>Developing ways to manage their feelings and keep some control. Stop and think before acting or speaking Know how to stand up for themselves appropriately. Beginning to understand the concept of bullying and why it is wrong</p>

<p>Outdoor/ Local Learning</p>	<p>Plant seeds along the Middlewood Way Collect apples from the orchard for baking/juicing</p>	<p>Visit church Rangoli patterns outside to demonstrate Hindu custom of welcoming Lakshmi in to our space</p>	<p>Transient artwork created outside Photographs are the only lasting evidence</p>	<p>Visit the local vets Visit from a beekeeper Plant and maintain our allotment</p>	<p>Visit local buildings and landmarks- viaduct, bridges Build structures/shelters using den making resources in the woodland</p>	<p>Walk to the Rec Pond dipping Large scale natural artwork</p>
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Class 2 Year 1/2
Curriculum Design- Mapping the Curriculum Year A

Class: 2 Year Groups: 1/2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Theme	The Magical Toy maker	Say Cheese	People of the Past	Flowers and Insects	Our World	From A to B
English Units	<p>Traction Man Dogger Lost in the toy museum The Indian in the Cupboard Stanley's Stick</p> <p>-Missing posters -Instructions -Letter writing -Poetry</p> <p>IPC link- Design evaluations</p>	<p>The Min Pins The Twits Fantastic Mr Fox Poetry</p> <p>-Author study of Roald Dahl -Rewrites -Character profiles</p>	<p>Little Red Riding Hood The Three Little Pigs Florence Nightingale Jack and the Beanstalk Goldilocks and the Three Bears The Tunnel</p> <p>-Character descriptions -Rewriting a traditional tale -Setting descriptions -Recipes</p> <p>IPC link- Biographies</p>	<p>The Flower Tin Forest Planting a Rainbow The Diary of a Spider The Tiny Seed</p> <p>-Diary writing -Life cycles -Non-fiction leaflets -Poetry</p> <p>IPC link- Non-chronological reports</p>	<p>The Storm Whale The Wonder Garden The Egg The world came to my place today There's a tiger in the garden The Journey Wild The Journey Home Mirror</p> <p>-Story writing -Non-fiction-posters, newspaper reports and recounts</p> <p>IPC link- Letter writing</p>	<p>Quest Journey Man on the moon Beegu Meerkat Mail</p> <p>-Setting descriptions -Story writing -Recounts -Advert -Biographies</p> <p>IPC link- Setting description /recount</p>
Maths Link	<p>Venn diagrams/sorting activities/patterns</p> <p>-Sort objects using Venn diagrams and two way carroll diagrams.</p>	<p>Measurement</p> <p>-Compare, measure and begin to record lengths and heights using non-standard measure.</p>	<p>Time</p> <p>-Sequence events in chronological order using language relating to time.</p>	<p>Dates/ seasons</p> <p>-Recognise and use language relating to weeks, months and years.</p>	<p>Measuring Weight Capacity</p> <p>-Compare, describe and solve practical problems relating to weight and capacity.</p>	<p>Bar charts Tally charts Pictograms</p> <p>-Begin to interpret a simple pictogram and create and read bar charts.</p>

<p>Science</p>	<p>In Science, we'll be finding out: How to sort toys based on what they are made out of Which materials can be bent, squashed, twisted or stretched What materials are best for making a bath toy About pushes and pulls, and how things move</p>			<p>In Science, we'll be finding out: Where flowers and insects prefer to live and grow How and where seeds grow How to set up tests to discover how plants use water How to grow lots of different things How beans grow About the life cycles of insects About ants and bees</p>	<p>In Science, we'll be finding out: About the animals, plants and birds in our local environment About the best soil conditions to grow seeds How we can recycle and reuse materials to help our environment How we can set up our own composting club</p>	<p>In Science, we'll be finding out: How to make our own sail boats and aeroplanes</p>
<p>History/Geography</p>	<p>In History, we'll be finding out: About toys and games from the past How to decide if a toy is new or old How to create our own toy museum How we can learn about the past in different ways</p>		<p>In History, we'll be finding out: About the different decisions that rulers had to make in the past How to use a living graph to explore how a person from history might have been feeling About the life of a famous explorer using maps and role play How to compare the lives of two different explorers About the achievements of important scientists and inventors About what life was like at different times in the past</p> <p>L.S Lowry Florence Nightingale Qin Shi Huang Christopher Columbus Queen Elizabeth 1st</p>	<p>In Geography, we'll be finding out: About honey and silk production About the migration of the Monarch butterfly</p>	<p>In Geography, we'll be finding out: About different wildlife habitats in our local environment About the animals and insects that share our local environment How our local environment compares with other locations around the world</p>	<p>In Geography, we'll be finding out: How we travel to school How to make maps to record our journey to school How to create our own train journey around the host country How we can travel to different countries How to create our own activity holiday In Geography, we'll be finding out: How we travel to school How to make maps to record our journey to school How to create our own train journey around the host country How we can travel to different countries How to create our own activity holiday</p> <p>History of Bollington railway Amelia Earhart The Wright Brothers George Stevenson Henry Ford</p>

<p>ICT and Technology</p>	<p>In Technology, we'll be finding out: About 'magic' toys that fool our eyes How to design and make our own board game How to design and make our own puppets</p> <p>ESafety- Y1 Going places safely Y2 Staying safe online</p>	<p>In ICT & Computing, we'll be finding out: How to handle photographic equipment About techniques for taking successful photos About photography as a profession How to download save, edit and print out photos How to publish photos on the internet to share them with others About ways to stay safe online How to write and debug a simple computer program or algorithms</p> <p>ESafety- Y1 A-B-C searching Y2 Follow the digital trail</p>		<p>In ICT & Computing, we'll be finding out: Using the internet to research different insects</p> <p>ESafety- Y1 Keep it private Y2 Screen out the mean</p>	<p>In Technology, we'll be finding out: How to make model gardens How to design and make our own bird feeders</p> <p>ESafety- Y1 My creative work Y2 Using keywords</p>	<p>In Technology, we'll be finding out: How to make a 'vehicle' to transport a small toy from one place to another How to make plans for vehicles How to test our vehicles to see how well they work</p> <p>ESafety- Y1 Sending email Y2 Sites I like</p>
<p>Music</p>			<p>In Music, we'll be finding out: About the life and music of a famous composer How to use music to tell the story of our famous composer</p>	<p>In Music, we'll be finding out: About the music of the famous composer, Rimsky-Korsakov How to create our own music</p>	<p>In Music, we'll be finding out: How to create our own sound journey around our school About music and songs, written about the weather</p>	<p>In Music, we'll be finding out: About the sounds different types of transport make How to create our own 'sound journey'</p>
<p>Art</p>	<p>Peter Blake</p>	<p>Andy Goldsworthy Anne Gedes Ellie Cotton (Local photographer)</p>	<p>In Art, we'll be finding out: What we can learn about a person from their portrait How to create a portrait of a friend About the work of famous artists How to paint a scene in the style of a famous artist</p> <p>L.S Lowry</p>	<p>In Art, we'll be finding out: About paintings of flowers and insects How to make paintings and models of flowers and insects How to use symmetry to make paintings of insects</p>		

Society and International	In International, we'll be finding out: About a popular game from another country and teaching others to play it	In Society, we'll be finding out: How the internet allows us to find out more about the lives of children in different countries and make comparisons with our own	In International, we'll be finding out: About the idea of 'fairness' and what it means Why some people in the past wanted to make change	In International, we'll be finding out: About people who help us About flowers and insects from the host and home countries About how climate and weather patterns affect life around the world About flowers as emblems for different countries	In International, we'll be finding out: How to make a fact file about our home country to share with others	
RE Cycle B	God Why is the idea of God the creator important to Christians? What do some stories in the Bible teach about God?	Hinduism How do Hindus describe God? Incarnation What does the visit of the magi tell Christians about Jesus?	Christian Community How do we know when someone belongs to a Christian community? What do Christians mean when they use the word church?	Resurrection What happens in church at Easter? Why was the empty tomb good news for Christians?	Hinduism Using stories and artefacts to develop understanding of Hindu gods Do all people have the same idea about God?	Discipleship Why did Zacchaeus change when he met Jesus? Why do Christians make promises at baptism
PE	Gross motor skills Balancing Introduction to team games	Jumping Team games	Gymnastics Climbing equipment Music and movement	Throwing and catching Ball skills Invasion games	Athletics Tag and evade	Striking and fielding Send and receive
Glossary bank	Push Pull Force Drag Materials Joints Levers	Camera Lens Zoom Light Dark Shadow Rule of thirds Subject Focus	Significant individual Timeline Event Reign Achievements Contribution Biography	Petal Root Stem Stamen Flower Photosynthesis Insect Abdomen Antennae	Migration Habitat Microhabitat Environment Recycle Sustainability Adaptation Classification Camouflage	Transport Travel Journey Destination Map
PSHE/SRE/Well Being/P4C	Relationships: Healthy relationships Respecting quality and diversity NSPCC underwear rule		Living in the wider world and being a responsible citizen: Rights and responsibilities Respecting equality and diversity		Health and Wellbeing: Healthy lifestyles Responding in an emergency Making choices Keeping safe	
Outdoor/ Local Learning	Looking at outdoor play equipment and making improvements	Photographing the local area and school grounds		Looking at habitats and micro habitats in the local area and school grounds	Looking at geographical features and landmarks of the local area	Mapping out a route from the school to a local landmark

Class 2 Year 1/2
Curriculum Design- Mapping the Curriculum Year B

Class: 2 Year Groups: 1/2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Theme	We are what we eat	What is it made of?	The Earth our home	Time Travellers	Seeing the light	Hooray lets go on holiday
English Units	The Carrot Club Supertato The World came to my <i>Place Today</i> -Poetry -Non-fiction posters -Sentence writing IPC Link- Recipe writing/methods	The Three Little Wolves and the Big Bad Pig The Grotlyn -Setting descriptions -Diary writing -Story sequencing IPC Link- Labelling diagrams	The Journey home The Hunter -Story writing -Non-Fiction -Posters -Newspaper reports -Recounts IPC Link- Non-chronological reports	Toby and the Great Fire Anne Frank's Diary The Lion and the Unicorn A Walk in London -Diary entries -Letters -Setting descriptions -Narrative IPC Link- Diary entries	The Owl who was afraid of the dark Sidney, Stella and the moon -Story writing -Setting descriptions IPC link- Non-chronological report on eyes	Quest Journey Meerkat Mail -Information booklets -Design evaluations -Letters IPC Link- Biographies
Maths Links	Fractions -Recognise, find and name a half and a quarter as parts of a whole shape.	Shape -Recognise, name and sort 3D shapes	Coordinates Describe position and direction	Chronological order/Dates/seasons/ time -Begin to use language relating to weeks, months and years.	Shape -Recognise and name 2d shapes	Money and budgeting Recognise and know the different denominations of coins and notes.
Science	In Science, we'll be finding out: Know that the study of science is concerned with investigating and understanding the animate and inanimate world around them Be able to conduct scientific investigations posing scientific questions Be able to choose an appropriate way to investigate a scientific	In Science, we'll be finding out: Be able to carry out simple investigations Be able to prepare a simple investigation which is fair, with one changing factor Be able to predict the outcome of investigations Be able to use simple scientific equipment Be able to test ideas using evidence from	In Science, we'll be finding out: Know that the study of science is concerned with investigating and understanding the animate and inanimate world around them Be able to conduct scientific investigations posing scientific questions		In Science, we'll be finding out: What seeds and plants need to grow About different light sources How some materials can reflect light How shadows are made In International, we'll be finding out: How light is important in many festivals and	

	<p>issue Be able to make systematic and accurate measurements from their observations Be able to explain and justify their predictions, investigations, findings and conclusions Be able to record and communicate their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions Be able to gather evidence from a variety of sources Be able to discriminate between evidence and opinion Understand the importance of using evidence to test scientific ideas Understand some of the effects of what they learn on people's lives Know about the structure of the human body Know the functions of the major internal and external parts of the human body</p>	<p>observation and measurement Be able to link evidence to broader scientific knowledge and understanding Be able to use evidence to draw conclusions Be able to gather information from simple texts Understand the importance of collecting scientific evidence Understand some of the effects of what they learn on people's lives Know that some materials conduct electricity Know that some materials conduct heat more effectively than others Know that temperature is a measure of heat Be able to compare common materials and objects according to their properties Be able to distinguish between solids, liquids and gases</p>			<p>celebrations</p>	
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<p>History/Geography</p>		<p>The Victorians linked to Literacy</p>	<p>In Geography, we'll find out: Know that the study of geography is concerned with places and environments in the world around them Know about the main physical and human features and environmental issues in particular Localities Know about similarities and differences between particular localities Know how the features of particular localities influence the nature of human activities within Them Know about recent and proposed changes in particular localities Know about the major geographical features of the host country Know about the major geographical features of their home country Know about the weather and climatic conditions in their home country and how they affect the environment and the lives of people living there Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there Know how people affect the environment Be able to enquire into geographical factors and their effects on people's</p>	<p>In History, we'll be finding out: Know about the main events, dates and characteristics of the past societies they have studied Know about the lives of people in those periods Be able to give some reasons for particular events and changes Be able to gather information from simple sources Be able to use their knowledge and understanding to answer simple questions about the past and about changes Understand that the past can be considered in terms of different time periods Understand that the past has been recorded in a variety of different ways</p> <p>Samuel Pepys</p> <p>Neil Armstrong</p> <p>Winston Churchill</p>	<p>In Geography, we'll be finding out: About what causes day and night About countries that have very long summer days and very long winter nights About different sources of light in our school and local area</p>	<p>In Geography we'll be finding out: Know how particular localities have been affected by human activities Know how particular localities have been affected by natural features and processes Know how the nature of particular localities affect the lives of people Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there Be able to use geographical terms Be able to make simple maps and plans of familiar locations Be able to use maps at a variety of scales to locate the position and geographical features of particular localities Be able to use secondary sources to obtain geographical information Be able to express views on the features of an environment and the way it is being harmed or improved Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental feature Know stories about a range of people who have lived in</p>
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			<p>lives</p> <p>Be able to use a variety of sources to gather geographical information</p> <p>Be able to collect and record evidence to answer geographical questions</p> <p>Be able to identify geographical patterns and to use their knowledge and understanding to explain them</p> <p>Be able to use appropriate geographical vocabulary to describe and interpret their surroundings</p> <p>Be able to use appropriate techniques to gather information</p> <p>Be able to make plans and maps in a variety of scales using symbols and keys</p> <p>Be able to use and interpret globes and maps in a variety of scales</p>			<p>a variety of cultures in the past</p> <p>Know about a range of events that have happened in the past</p> <p>Be able to ask and answer questions about the past</p> <p>Be able to use key words and phrases relating to the passing of time</p> <p>Be able to order events and objects into a sequence</p> <p>Be able to identify differences between their own lives and those of people who have lived in the past</p> <p>Be able to find out about aspects of the past from a range of sources of information</p> <p>Be able to communicate their historical knowledge and understanding in a variety of ways</p> <p>Understand that the past is represented in a variety of ways</p>
<p>ICT and Technology</p>	<p>In Technology, we'll be finding out:</p> <p>Be able to gather and use information to suggest solutions to problems</p> <p>Be able to devise and use step-by-step plans</p> <p>Be able to consider the needs of users when designing and making</p> <p>Be able to work with a variety of tools and materials with some accuracy</p> <p>ESafety- Y1 Going places safely Y2 Staying safe online</p>	<p>In ICT & Computing, we'll be finding out:</p> <p>Be able to design and make products to meet specific needs</p> <p>Be able to make usable plans</p> <p>Be able to make and use labelled sketches as designs</p> <p>Be able to use simple tools and equipment with some accuracy</p> <p>Be able to identify and implement improvements to their designs and products</p> <p>Be able to identify the</p>	<p>In ICT & Computing, we'll be finding out:</p> <p>Know that the study of ICT and computing is concerned with applying technology to gather, use and exchange information safely and create, design and publish appropriate content</p> <p>Know about an increasing number of ICT and computing applications for leisure, communication and work</p> <p>Be able to use search technologies effectively when gathering and</p>	<p>In Technology, we'll be finding out:</p> <p>Espresso coding</p> <p>ESafety- Y1 Keep it private Y2 Screen out the mean</p>	<p>In Technology, we'll be finding out:</p> <p>Espresso coding</p> <p>ESafety- Y1 My creative work Y2 Using keywords</p>	<p>In Technology, we'll be finding out:</p> <p>Know that the way in which products in everyday use are designed and made affects their usefulness</p> <p>Be able to design and make products to meet specific needs</p> <p>Be able to make usable plans</p> <p>Be able to make and use labelled sketches as designs</p> <p>Be able to use simple tools and equipment with some accuracy</p> <p>Be able to identify and</p>

		<p>ways in which products in everyday use meet specific needs</p> <p>ESafety- Y1 A-B-C searching Y2 Follow the digital trail</p>	<p>interrogating information Be able to evaluate and check the validity of their findings Be able to manipulate and combine different forms of information and data from different sources Be able to select which programs or apps to use to present information or data in the most effective and appropriate way Be able to use computer networks for communication and collaboration, exchanging ideas and information in different ways Be able to design and write programs to accomplish specific goals, working with sequence, selection and repetition to control events Understand that the quality of information affects the results of any enquiry</p>			<p>implement improvements to their designs and products Be able to identify the ways in which products in everyday use meet specific needs Be able to suggest improvements to products in everyday use Know about some of the applications of ICT and computing in everyday life Know about some of the ways in which the use of ICT and computing affects people's lives Be able to use programs, apps and computer networks to find, organise and classify information Be able to use programs or apps to present information Be able to enter, save, retrieve and revise information Be able to work with a range of simple tools such as text, tables, images, sounds and graphs Be able to plan and give instructions to make things happen using a floor robot, program, or App.</p> <p>ESafety- Y1 My creative work Y2 Using keywords</p>
Music				<p>In Music, we'll be finding out: Know how a number of musicians - including some from their home country and the host country - organise sounds</p>	<p>In Music, we'll be finding out: About songs and music that have light and dark as their theme How to make our own songs and music with light</p>	

				<p>and use them expressively</p> <p>Know how a number of musicians - including some from their home country and the host country - choose sounds and instruments which are appropriate for their task</p> <p>Be able to recognise and explore the ways that sounds can be organised and used expressively</p> <p>Be able to perform simple pieces rhythmically using a limited range of notes</p> <p>Be able to compose simple pieces to create intended effects</p> <p>Be able to choose sounds and instruments which are appropriate for their task</p> <p>Be able to improve their own work, having regard to the intended effect</p> <p>Be able to explain their own work in terms of what they have done and why</p> <p>Be able to talk about pieces of music, giving reasons for their opinions</p> <p>Be able to recognise and identify familiar pieces of music including some from the host country</p> <p>Understand how musical elements are combined and varied to create different effects</p>	and dark as a them	
Art	<p>In Art, we'll be finding out:</p> <p>Giuseppe Arcimboldo</p>	<p>In Art, we'll be finding out:</p> <p>About brushstrokes and silhouettes</p>		<p>In Art, we'll be finding out:</p> <p>Know how a number of artists - including some from their home country</p>	<p>In Art, we'll be finding out:</p> <p>How to show light and dark in our drawings and paintings</p>	<p>In Art, we'll be finding out:</p> <p>Know about some of the forms used by artists in their work</p> <p>Be able to use a variety of</p>

				<p>and the host country - use forms, materials and processes to suit their purpose Know about some of the work of artists in the host country Be able to use art as a means of self-expression Be able to choose materials and techniques which are appropriate for their task Be able to explain their own work in terms of what they have done and why Be able to talk about works of art, giving reasons for their opinions</p>	<p>How artists have shown light and dark in their own paintings</p> <p>Van Gogh</p>	<p>materials and processes Be able to suggest ways of improving their own work Be able to comment on works of art Understand that the work of artists can be seen in a wide variety of places and situations</p>
<p>Society and International</p>	<p>In International, we'll be finding out: Know about ways in which the lives of people in the countries they have studied affect each other Know about similarities and differences between the lives of people in different countries Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups Be able to identify ways in which people work together for mutual benefit</p>	<p>In International, we'll be finding out: Know about some of the similarities and differences between the different home countries and between them and the host country Know about ways in which these similarities and differences affect the lives of people Be able to identify activities and cultures which are different from but equal to their own</p>	<p>In International, we'll be finding out: Know about the key features related to the lives of people in their home country and, where appropriate, their parents'-home countries Know about the key features related to the lives of people in the host country and/or, where appropriate, other countries in which they have lived Know about ways in which the lives of people in the countries they have studied affect each other Know about similarities and differences between the lives of people in different countries Be able to explain how the lives of people in one</p>	<p>In International, we'll be finding out: Know about some of the similarities and differences between the different home countries and between them and the host country</p> <p>Society Learning Goals Children will: Know that different groups have different purposes Know that people within groups have different outlooks, characteristics and purposes Know that they have rights and responsibilities Know that people in different countries have different traditions, celebrations and ways of</p>	<p>In Society, we'll be finding out: How to stay safe on holiday What a pilgrimage is In International, we'll be finding out: What is the same and what is different between the lives and home countries of the different children in our class How to say 'hello' in another language About future holidays in space</p>	<p>In International, we'll be finding out: Know that children within the class and school have different home countries Know the names and approximate locations of the home countries of children within the class (and/or school) Know about some of the similarities and differences between the lives of children in the different home countries and in the host country Be able to respect one another's individuality and independence Be able to work with each other where appropriate</p>

			country or group are affected by the activities of other countries or groups Be able to identify ways in which people work together for mutual benefit Understand that there is value both in the similarities and the differences between different countries	living Understand that celebrations are influenced by a variety of factors including beliefs and History		
RE Cycle B	God Why is the idea of God the creator important to Christians? What do some stories in the Bible teach about God?	Hinduism How do Hindus describe God? Incarnation What does the visit of the magi tell Christians about Jesus?	Christian Community How do we know when someone belongs to a Christian community? What do Christians mean when they use the word church?	Resurrection What happens in church at Easter? Why was the empty tomb good news for Christians?	Hinduism Using stories and artefacts to develop understanding of Hindu gods. Do all people have the same idea about God?	Discipleship Why did Zacchaeus change when he met Jesus? Why do Christians make promises at baptism?
PE	Gross motor skills Balancing Introduction to team games	Jumping Team games	Gymnastics Climbing equipment Music and movement	Throwing and catching Ball skills Invasion games	Athletics Tag and evade	Striking and fielding Send and receive
Glossary Bank	Carbohydrate Fat Protein Vitamins Minerals Water Balanced Diet	Flexible Malleable Permeable Plastic Rigid Magnetic Attract Repel	Habitat Micro habitat Climate Rainforest Endangered Equator	Timeline Chronology Local event National event Global event Past Present Future Source Evidence	Light Dark Nocturnal Diurnal Shadow Eclipse Reflection Refraction Mirror	Late deals Value for money Departure flights Bed and breakfast All-inclusive City break
PSHE/SRE/Well Being/P4C	Relationships: Healthy relationships Respecting quality and diversity NSPCC Underwear rule		Health and Wellbeing: Healthy lifestyles Responding in an emergency Making choices Keeping safe		Living in the wider world and being a responsible citizen: Rights and responsibilities Respecting equality and diversity	
Outdoor/ Local Learning	Growing vegetables in the school grounds	Looking at natural and man-made materials in the school grounds	Finding micro habitats in the school grounds	History of the local area	Looking at nocturnal animals in the school grounds	Local tourist attractions

Class 3- Year 3/4
Curriculum Design- Mapping the Curriculum Year A

Class: 3 Year Groups: 3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Theme	Temples, Tombs and Treasures	Bright Sparks Feel the Force	Adventurers and Explorers	How Humans Work	Paintings, Pictures and Photographs	Time and place
English Units	The Story of Tutankhamen - Biography Cinderella of the Nile – Report writing -	Seasons of Splendour The Tiger Child Dear Father Christmas The Christmas Story- Reader Persuasive letter	The Orchard Book of Greek Myths Greek Myths The Day I Swapped my Dad for Two Goldfish Diary entry	Fantastic Mr Fox – Character description Shackleton’s Journey - Newspaper	Weslandia -Non-chronological report	The Witches Plays for children: The Witches- Play script Iron Man Letters Poem
Maths Links	Make 3D shapes using modelling materials.	Measure, compare, add and subtract: lengths (m/cm/mm) mass (kg/g) volume/ capacity	Interpret and present data using bar charts.	Solve one step and two step questions using information presented in scaled bar charts.	Convert between different units of measure.	Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.
Science		In Science, we’ll be finding out: How to make an electrical circuit Which materials allow electricity to pass through them What happens when we change a circuit How to build bigger circuits About magnetism and electricity About using	In Science, we’ll be finding out: About shadows and the sun About magnetism and which metals are magnetic How to make a compass About using sound and echoes	In Science, we’ll be finding out: That we need light in order to see How human teeth compare to animal teeth How our body uses food and water How our heart works to keep us alive All about skeletons and muscles About the human life cycle Why exercise is good for us	In Science, we’ll be finding out: How light, dark and shadows can be created How certain materials can be described as transparent, opaque or translucent How white light is made up of different colours How colours can be separated How filters can be used to change the colours	

		<p>electricity as heat How to keep safe around electricity</p>		<p>How tobacco and alcohol harm the body Which foods keep us healthy and why</p>	<p>that we see How moving images are made</p>	
<p>History/Geography</p>	<p>In History, we'll be finding out: Why rivers were important to ancient civilisations What daily life was like in Ancient Egypt How to write using Egyptian hieroglyphics About the different rulers of Egypt About Ancient Egyptian religion and burials How the Ancient Egyptians might have built the pyramids About the treasures discovered in Tutankhamen's tomb How to use different sources to find out about Ancient Sumer How to compare life in Ancient Sumer with life in Ancient Egypt</p> <p>Tutankhamen Howard Carter</p>	<p>In History, we'll be finding out: About the history of the electric light bulb</p>	<p>In Geography we'll be finding out: How to use geographical terms How to use different types of world maps How to look for geographical information About places we have explored on holiday In History, we'll be finding out: About explorers and adventurers in the past How to gather information from maps, pictures and books How to answer simple questions about exploration How explorers told the time and navigated at sea</p> <p>Scott of the Antarctic</p>		<p>In Geography, we'll be finding out: How symbols are used on maps and plans How maps, plans and globes can be used How the world can be recorded in aerial photos and satellite images</p> <p>In History, we'll be finding out: About some of the materials and techniques used by people in the past About how portraits and photos help us find out about the past</p>	

ICT and Technology	E-Safety – Powerful passwords	In Technology, we'll be finding out: How to make a house with lighting and a door buzzer E-Safety – My online community	E-Safety – Things for sale	In Technology, we'll be finding out: How to plan and prepare a healthy meal E-Safety – Show respect online	In ICT & Computing, we'll be finding out: How computers can be used to generate art How computers can be used to combine words and pictures How art work can be researched and viewed on the Internet E-Safety – Writing good emails	E-Safety – Private and personal information
Music	In Music, we'll be finding out: About the instruments used in Ancient Egypt and Ancient Sumer How to create our own music to retell a story from an ancient civilisation				In Music, we'll be finding out: How symbols are used to represent sounds How visual images can inspire musical compositions	
Art	In Art, we'll be finding out: How to plan and create our own tomb wall painting How to make an Ancient Egyptian headdress		In Art, we'll be finding out: About the artwork of explorer artists How to draw plants and animals with accuracy How to draw an imaginary plant or animal		In Art, we'll be finding out: How artists used different materials and techniques for their work About the reasons why different art work is produced How photographers select, use and display their work How to appreciate and interpret the work of others Van Gogh Georges Seurat	

Society and International	In International, we'll be finding out: How to plan an Ancient Egyptian celebration to share with friends and family	In International, we'll be finding out: How we produce electricity in our country Why saving electricity is good for the planet	In International, we'll be finding out: How exploration has changed the world Who owns the Moon and planets in space	In International, we'll be finding out: About people's health problems If we can improve the health of the world's children		
RE Cycle B	Good News How do stories of Jesus encourage his disciples to live as good news?	Hinduism How important is God in Hindu family life? Incarnation	Kingdom of God What do Jesus' parables tell Christians the Kingdom of God is like? What could Jesus have meant when he taught about the Kingdom of God?	Forgiveness What did Jesus teach about forgiveness? Is it more important to forgive people or be forgiven by God? How did Jesus show forgiveness to those who betrayed him?	Judaism Why are festivals important to Jewish families? (eg Yom Kippur, Rosh Hashanah)	Creation How do Christians look after the wider world and why? Why do you think the creation stories are similar and different?
PE	Football (Dribbling and ball control, passing, tackling, shooting, small sided game play, basic tactics) Basketball (Dribbling and ball control, passing, tackling, shooting, small sided game play, basic tactics)	Hockey (Dribbling and ball control, passing, tackling, shooting, small sided game play, basic tactics) Fitness skills circuit (Endurance, speed, agility, hand eye coordination, acceleration)	Gymnastics (Shapes, controlled movements, jumps, rolls, climbing equipment, sequencing, routine performance) Skill games circuit (ball skills, jumping, dodging, tagging, aiming at targets) Dance (moving to music)	Netball (Passing, tackling, shooting, footwork, small sided game play, basic tactics) Tag rugby (Passing, tagging, evading, basic understanding of rules, small sided game play)	Athletics (long distance running, sprinting, jumping for distance, run and jump over obstacles, pull throw, push throw, team relay) Rounders (throwing and catching, striking, fielding, backstop, tactics, team work)	Cricket (throwing and catching, batting, bowling, fielding, wicket keeping, tactics, team work) Tennis (ball control, hitting, footwork, gameplay, serving)
Glossary Bank	Pyramids Cartouche Hieroglyphics Canopic jars Shadoof	Voltage Circuit Switch Bulb Buzzer Symbols Buzzer Motor	Magnetism North South Attract Repel Magnetise Copper Iron Gold Silver Explore Compass	Bladder Bone Rain Cartilage Ligament Lung Muscle Nerve Skin Stomach Tendon Organs	Latitude Longitude Scale Cartographer Atlas Circumference Hemisphere, Meridian	Planet Star Earth Sun Moon Spherical Solar System Rotates Orbit

			Sundial	Liver Pancreas		
PSHE/SRE/Well Being/P4C	Healthy relationships Respecting diversity		Rights and responsibilities Respecting the environment		Respecting the environment Keeping safe	
Outdoor/ Local Learning			Mapping out school grounds. Using a compass and instructions	Growing healthy food on school grounds		
MFL	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish

Class 3-Year 3/4
Curriculum Design- Mapping the Curriculum Year B

Class: 3 Year Groups: 3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Theme	Scavengers and Settlers	Chocolate (Aztecs)	Active Planet		Living Together	Land, Sea and Sky ICT Digital Gamers
English Units	The First drawings How to live forever -Diary entry -Speech -Setting description	Pied Piper of Hamelin Myths and Legends Flotsam -Setting description -Greek Myths	Tar Beach Escape from Pompeii -Narrative -Chronological report -Newsreport	Varmints The Lion Witch and the Wardrobe -Fairy tale -Instruction writing	Fables (Rosen) Mysteries of Harris Burndick -Fable -Persuasive Letter	Matchbox Diaries FaRther -Explanation text -Adventure story
Maths Links	Interpret and present data using tables.	Converting between measures.	Interpret and present data in bar charts. Interpret and present discrete and continuous data using graphical methods.			
Science		In Science, we'll be finding out: About the ingredients in chocolate If chocolate causes tooth decay Why chocolate wrappers are made from special materials What the melting point of chocolate is	In Science, we'll be finding out: About solids, liquids and gases in volcanoes What happens when a volcano erupts What happens when rock melts How volcanoes can give off poisonous gas			In Science, we'll be finding out: How water plants are different from other plants How fish have adapted to living in water How birds are adapted to flying How to create a classification key to group animals About food chains in different world habitats About the life cycles of plants and animals
History/Geography	In History, we'll be finding out: How fossils are made and what we can learn from them What our earliest ancestors might have	In Geography, we'll be finding out: Where cacao trees are found About the factors affecting the growth of cacao trees	In Geography, we'll be finding out: About how the Earth is formed What a volcano island is and where they are in the world What causes an earthquake How earthquakes can be measured In History, we'll be finding out: About the devastation of Pompeii		In Geography we'll be finding out: How our school meets the needs of the community About the buildings and services in our local	

	<p>looked like</p> <p>How our ancestors were able to survive</p> <p>How to use archaeological evidence to find out about a prehistoric hunter</p> <p>Where our ancestors settled and how they lived</p> <p>How we can learn about the past by investigating a Stone Age village</p> <p>What life was like during the Bronze Age and Iron Ages</p> <p>Otzi</p> <p>Mary Anning</p>	<p>About other cash crops</p> <p>In History, we'll be finding out:</p> <p>Who first discovered chocolate</p> <p>Who took the first chocolate to Europe</p> <p>About the importance of cocoa beans for trade</p> <p>Montezuma</p>		<p>area</p> <p>About communities in a different country</p> <p>How to identify the places and areas of interest in our local area</p> <p>In History we'll be finding out:</p> <p>About the history of our school and its community</p> <p>About someone who has been significant to the local community</p> <p>About a historical event that has had an impact on a community</p>	
ICT and Technology	<p>In Technology we'll be finding out:</p> <p>About the types of foods that the first farmers would have grown</p> <p>How we can update the dishes that the early settlers may have eaten</p> <p>E-Safety – Rings of responsibility</p>	<p>In Technology, we'll be finding out:</p> <p>How to make our own chocolate</p> <p>What we can add to chocolate</p> <p>E-Safety – Private and personal information</p>	<p>In Technology, we'll be finding out:</p> <p>What makes buildings strong</p> <p>About protective clothing and equipment</p> <p>About how to put together a survival kit</p> <p>E-Safety – The Power of words</p>	<p>In ICT & Computing we'll be finding out:</p> <p>How to use search engines, collaborative software and infographics to research and report on online digital communities</p> <p>How to program their own animation about the 'netiquette' needed for online digital communities</p> <p>E-Safety – The Key to Keywords</p>	<p>In Technology, we'll be finding out:</p> <p>How to set up an aquarium</p> <p>E- Safety – Whose is it, anyway?</p>
Music			<p>In Music, we'll be finding out:</p> <p>How to use instruments to make sound pictures</p> <p>How to compose our own piece of music</p>		

<p>Art</p>	<p>In Art, we'll be finding out: How to create our own prehistoric cave paintings How to make and decorate pottery, based on one of the periods we have explored</p>	<p>In Art, we'll be finding out: How to design a wrapper for our chocolate bar</p>	<p>In Art, we'll be finding out: About hot and cold colours About using different materials and techniques to represent a volcano</p>	<p>In Art we'll be finding out: How to make a community sculpture for the school How to represent ideas about community through art</p> <p>Debora Tracey</p>		
<p>Society and International</p>	<p>In International, we'll be finding out: How we can work together to learn new skills and achieve our goals</p>	<p>In International, we'll be finding out: What fair trade chocolate is What other fair trade products there are How important chocolate is</p>	<p>In Society, we'll be finding out: About legends associated with volcanoes Why people continue to live in volcanic areas despite the dangers In International, we'll be finding out: About international organisations that work after natural disasters</p> <p>About the knock-on effects of earthquakes and volcanic activity</p>	<p>In Society we'll be finding out: About the different groups, that make up our community Why rules are important for different groups</p> <p>In International we'll be finding out: About different community celebrations around the world</p>	<p>In International, we'll be finding out: How environmental changes are a threat to the world's coral reefs About Earth Day and how we can help our planet</p>	
<p>RE Cycle B</p>	<p>God How do Christians use symbols to explain what God is like? How do Christians use words, prayers, songs or hymns to describe God as 'three in one'? How do the Gospels encourage Christians to live as good news in the world today?</p>	<p>Islam What do Muslims say God is like? Incarnation Why do you think there are different stories about Jesus' birth? Why is Advent important to Christians?</p>	<p>Christian Community How are Christian communities different? How does belonging to a church community affect what a believer does?</p>	<p>Resurrection How do you think Mary changed after visiting Jesus 'tomb'? Why is the resurrection story similar and different in the gospel stories?</p>	<p>Islam Why is Muhammad (pbuh) important to Muslims?</p>	<p>Discipleship How does the Bible help Christians to live? How do Christians follow Jesus?</p>

PE	Football (Dribbling and ball control, passing, tackling, shooting, small sided game play, basic tactics) Basketball (Dribbling and ball control, passing, tackling, shooting, small sided game play, basic tactics)	Hockey (Dribbling and ball control, passing, tackling, shooting, small sided game play, basic tactics) Fitness skills circuit (Endurance, speed, agility, hand eye coordination, acceleration)	Gymnastics (Shapes, controlled movements, jumps, rolls, climbing equipment, sequencing, routine performance) Skill games circuit (ball skills, jumping, dodging, tagging, aiming at targets) Dance (moving to music)	Netball (Passing, tackling, shooting, footwork, small sided game play, basic tactics) Tag rugby (Passing, tagging, evading, basic understanding of rules, small sided game play)	Athletics (long distance running, sprinting, jumping for distance, run and jump over obstacles, pull throw, push throw, team relay) Rounders (throwing and catching, striking, fielding, backstop, tactics, team work)	Cricket (throwing and catching, batting, bowling, fielding, wicket keeping, tactics, team work) Tennis (ball control, hitting, footwork, gameplay, serving)
Glossary Bank	Neolithic Mammoth Skara Brae Hammerstone	Monuments Tenochtitlán Cacao	Mantle Magma Volcano Pumice Lava Eruption Extinct Dormant Pompeii	Community Timeline Chronology Police Ambulance	Precipitation Evaporation Condensation Species Mammal Vertebrates Invertebrates Amphibians Reptiles Insects Arachnids Annelids	
PSHE/SRE/Well Being/P4C	Healthy relationships Respecting diversity		Rights and responsibilities Respecting the environment		Respecting the environment Keeping safe	
Outdoor/ Local Learning	Shelter building in woodlands		Mapping out school grounds Using a compass and instructions	Growing healthy food on school grounds		
MFL	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish

Class 4 Year 5/6
Curriculum Design- Mapping the Curriculum Year A

Class: 4 Year Groups: 5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Theme	Out of Africa	Express Yourself	The Great, The Bold and The Brave!	What a Wonderful World	Space Explorers 3D Designers	Being Human
English Units	<p>There's a Boy in the Girls' Bathroom -Narrative -Comprehension</p> <p>The Hidden Forest -Non-Chronological Report -Argument/Persuasion -Poetry</p> <p>IPC Link- Non-Chronological report linked to keep time periods.</p> <p>Further reading to support IPC- The Really Short History of Nearly Everything- Bill Bryson</p>	<p>The Man Who Walked Between Two Towers -Report/information -Letters of advice -Persuasive</p> <p>The Promise -Narrative -Report</p> <p>IPC Link- Diary writing linked to emotions Letters of advice</p>	<p>The Lost Happy Endings -Recount- Newspaper report -Narrative</p> <p>The Lost Thing -Story -Play script -Non-Chronological Report</p> <p>Further reading to support IPC- The Adventures of Odysseus</p> <p>IPC Link- Information text</p>	<p>The Princess Blankets -Traditional story -Newspaper report (recount) -Letter</p> <p>Can We Save the Tiger -Letter -Explanation -Persuasion/Argument</p> <p>IPC Link- Presentation linked to biomes</p>	<p>The Invention of Hugo Cabret -Recount- Diary -Report -Journalistic writing -Letters -Instruction/Explanation</p> <p>The Three Little Pigs Project -Persuasion/Argument -Journalism</p>	<p>Romeo and Juliet Diary Letter Narrative Play script Argument/Persuasion</p> <p>A Beautiful Lie -Narrative (Adventure) - Journalistic Writing Recount -Discussion text</p>
Maths Links			<p>Read/write Roman Numerals to 1000 Recognise years written in Roman Numerals</p>		<p>Find the area and perimeters of rectangles and composite shapes Find the area of parallelograms Recognise that shapes with the same area can have different perimeters Find and estimate volumes of cubes and cuboids</p>	

<p>Science</p>	<p>In Science, we'll be finding out: How life began in the sea and then came out How fossils provide information about living things from the past Why the dinosaurs died out About the classification of plants and animals How plants and animals reproduce How living things evolve and change over time How plants and animals are adapted to their environment How adaptations leads to evolution Whether there is life on other planets</p>	<p>In Science, we'll be finding out: If feelings come from the heart or the brain If animals have feelings and emotions</p>		<p>In Science, we'll be finding out: How to classify different types of rock and soil About the effects of weathering on different types of rock About the movements of the Earth, Sun and Moon and how they affect us About different types of cloud and how they are formed How we can set up a weather station and record data</p>	<p>In Science, we'll be finding out: How to make a pinhole viewer to record the size of the Sun and the Moon How to compare the size of the planets and their distance from the Sun About the movements of the Earth, Sun and Moon and how they affect us How to classify rocks and compare rocks on Earth with those on the Moon How craters are formed and the forces that are involved How to make a spectrometer to find out about light and what it contains How light travels How to create a timeline to show the life cycle of a star About the planets in our solar system</p>	<p>In Science, we'll be finding out: How humans are different from other animals About the brain and the nervous system About the bones and muscles in the body How the human heart works How we breathe and what the lungs do What we inherit from our parents How our environment affects us How the body uses food and water About the latest medical research</p>
<p>History/Geography</p>			<p>In History, we'll be finding out: About the Greek city-states of Athens and Sparta How people voted in Athens and Sparta How the Persian War brought the Greek city-states together What the Parthenon can tell us about Athenian life How to perform our own Greek play About the life Alexander the Great and what he achieved Why Rome had a republic and then an emperor</p>	<p>In Geography, we'll be finding out: About different regions and environments around the world How to use different types of map to find out information About the forces and processes that shape our planet About extreme weather events and how they affect people and localities About the possible causes of climate change and its effects on our planet How man-made changes can alter/change our local</p>	<p>In History, we'll be finding out: About what people in the past used to think about the Earth, Sun and Moon About Galileo and his findings about the Earth, Sun and Moon About the constellations and the stories that they tell How to make a timeline to show some of the important events in the history of astronomy and space</p>	

			<p>What daily life was like in Ancient Rome</p> <p>What happened when the Romans invaded another country</p> <p>Why the Roman Empire declined</p> <p>What happened when the Anglo-Saxons invaded and settled in Britain</p> <p>About the Viking invasion of Britain</p> <p>About the life and legacy of Alfred the Great</p> <p>How to use archaeological evidence to find out about the past</p> <p>About the history of Britain, from the Roman occupation to the Norman Conquest</p> <p>Alexander the Great</p> <p>Alfred the Great</p>	environment		
ICT and Technology	<p>In Technology, we'll be finding out:</p> <p>What foods early humans ate, grew and cooked</p> <p>About prehistoric food and cooking techniques</p> <p>ESafety-</p> <p>Y5 Strong passwords</p> <p>Y6 Talking Safely Online</p> <p>Espresso Coding- Year 5/6</p>	<p>In Technology, we'll be finding out:</p> <p>How advertising can change the way we feel about certain products</p> <p>If we can design a product to make us feel relaxed</p> <p>ESafety-</p> <p>Y5 Digital Citizenship Pledge</p> <p>Y6 Super Digital Citizenship</p>	<p>ESafety-</p> <p>Y5 You've won a price</p> <p>Y6 Privacy Rules</p> <p>Espresso Coding- Year 5/6</p>	<p>In ICT & Computing, we'll be finding out:</p> <p>How to program an online quiz to test our knowledge of biomes</p> <p>ESafety-</p> <p>Y5 How to cite a site</p> <p>Y6 What is cyber bullying?</p>	<p>In Technology, we'll be finding out:</p> <p>About the technology that is being used to explore Mars</p> <p>How to design and make our own vehicle to explore a planet's surface</p> <p>In ICT & Computing, we'll be finding out:</p> <p>How to create and manipulate 3D models using a range of tools</p> <p>How people use ICT professionally in their jobs and for leisure purposes</p> <p>How to conduct a successful internet search and be discerning in evaluating whether the results are reliable</p> <p>How to share information</p>	<p>In Technology, we'll be finding out:</p> <p>How to plan a healthy meal</p>

					<p>that we have discovered through collaborating and communicating with others online</p> <p>How to use and combine a variety of software to present data and information, with an awareness of the intended audience</p> <p>How to design and write computer programs using sequences of instructions and variables, inputs and outputs.</p> <p>How to use logical reasoning to debug algorithms and explain how they work</p> <p>ESafety- Y5 Picture Perfect Y6 Selling Stereotypes</p>	
Music		<p>In Music, we'll be finding out: How musicians use feelings and emotions in their music How music can affect our feelings How we can control our feelings through music</p>	<p>In Music, we'll be finding out: How to write and perform our own Greek chorus</p>			
Art		<p>In Art, we'll be finding out: How feelings and emotions can inspire artists What local artists feel about the home or host country How we can show our feelings through art</p> <p>Pablo Picasso Edvard Munch William Hogarth Paul Nash Johannes Vermeer Leonardo da Vinci Jessica Owen (local artist)</p>	<p>In Art, we'll be finding out: About Ancient Greek and Roman art How to create our own piece of art in a Greek or Roman style</p>		<p>In Art, we'll be finding out: How we can capture the shape, colour and patterns of a nebulae in art How we can create our own satellite images</p>	

<p>Society and International</p>	<p>In International, we'll be finding out: How superbugs evolve and spread around the world Why we should prevent species extinction</p>	<p>In Society, we'll be finding out: How the way we feel has an affect on other people How to deal with bullying What makes us happy/unhappy What we feel about our school In International, we'll be finding out: How feelings are expressed around the world How extreme negative feelings can lead to war</p>	<p>In International, we'll be finding out: About the effects of invasion on countries around the world</p>	<p>In International, we'll be finding out: About local and global environmental issues How different international aid groups and charities are helping those affected by environmental issues</p>	<p>In International, we'll be finding out: About the International Space Station (ISS) How to create our own Voyager golden record to send into space What our home countries look like from space and how to use technology to view the towns and streets where we live How to use digital technology to find out more about other countries and make comparisons with our own</p>	<p>In Technology, we'll be finding out: About a major global health problem If we can improve the health of the world's children</p>
<p>RE Cycle A</p>	<p>God How do different Christians describe God?</p>	<p>Judaism Why is the escape from Egypt important to Jewish people?</p>	<p>Forgiveness How and why do Christians confess their sins? Who do Christians believe God forgives? What is the difference between forgiveness & justice?</p>	<p>Salvation Where in a church building are there signs of salvation?</p>	<p>Hinduism How does belief in reincarnation affect a Hindus' life?</p>	<p>Creation Does Science disprove Genesis?</p>
<p>PE</p>	<p>Football (Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent) Basketball (Dribbling and ball control, passing, catching, tackling, shooting, small sided game play, tactical play, outwitting opponent)</p>	<p>Hockey (Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent) Fitness skills circuit (Endurance, speed, agility, hand eye coordination, acceleration)</p>	<p>Gymnastics (Shapes, controlled movements, jumps, rolls, climbing equipment, sequencing, routine performance) Skill games circuit (ball skills, jumping, dodging, tagging, aiming at targets) Dance (moving to music)</p>	<p>Netball (Passing, tackling, shooting, footwork, small sided game play, tactical play, outwitting opponent) Tag Rugby (Passing, tagging, evading, understanding rules, small sided game play, attack v defence overloads)</p>	<p>Athletics (long distance running, sprinting, jumping for distance, run and jump over obstacles, pull throw, push throw, team relay) Rounders (throwing and catching, striking, fielding, backstop, tactics, team work)</p>	<p>Cricket (throwing and catching, batting, bowling, fielding, wicket keeping, tactics, team work) Tennis (ball control, hitting, footwork, gameplay, serving)</p>
<p>Glossary Bank</p>	<p>Inherit Environment Fossils Classification,</p>	<p>Bullying Emotions Inspire Express</p>	<p>Settle Invade Decline Rise</p>	<p>Regions Forces Processes Extreme weather</p>	<p>Timeline Earth Sun Moon</p>	<p>Nervous system Skeletal system Circulatory system Respiratory system,</p>

	<p>Identification, Reproduction Evolution Adaptation Superbugs Cells Chromosomes DNA Ancestors Eco-System Natural selection</p>	<p>Positive/Negative Emotions Culture Personality</p>	<p>Occupation Life Legacy Archaeological evidence Democracy Oligarchy Artefact Primary sources Secondary sources Chronology</p>	<p>Classification Climate Sustainability Biome Plate tectonics Ozone layer Global warming</p>	<p>Names of the planets Gravity Star Galaxy Orbit Comet Asteroid Meteor Satellite Red giant White dwarf Black hole</p>	<p>Digestive system (and related vocabulary) Bones Muscles Proteins Carbohydrates Fats Vitamins Minerals Milk Dairy</p>
<p>PSHE/SRE/Well Being/P4C</p>	<p>Living in the wider world and being a responsible citizen -Rights and responsibilities -Respecting equality and diversity in our local and global community -Digital Citizenship</p>		<p>Health and Wellbeing -Healthy lifestyles -Making choices -Keeping safe</p>		<p>Relationships -Healthy relationships -Respecting equality and diversity in relationships -Changing friendships -Sex Education</p>	
<p>Outdoor/ Local Learning</p>	<p>Making fire/shelter-linked to evolution</p>		<p>Residential (2 year cycle)</p>	<p>Weather stations/habitat explorer</p>	<p>Basic survival outdoors linked to Space Explorers IPC-creating shelter, gathering water etc</p>	
<p>MFL</p>	<p>French Introductions- Hello/I am called How are you? Numbers 1-6</p>	<p>French Numbers 7-12 How old are you? Days of the week</p>	<p>French Art topic- Like and dislikes Colours Shapes</p>	<p>French Shapes and colours/adjectival agreement Describing a painting Easter lesson</p>	<p>French Breakfast drinks Breakfast foods</p>	<p>French Food tasting- vocab and opinions We are going on a holiday</p>

Class 4 Year 5/6
Curriculum Design- Mapping the Curriculum Year B

Class: 4 Year Groups: 5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Theme	Making New Materials	Look Hear!	AD900	The Holiday Show	Fairground	
English Units	<p>Cloud Tea Monkeys -Story -Letter of complaint</p> <p>The Water Tower -Diary Entry -Comprehension</p> <p>IPC Link- Non-Chronological Report- Electricity, Insulators and Conductors</p>	<p>Way Home -Diary entry -Persuasion -Setting description -Poetry</p> <p>The Unforgotten Coat -Narrative -Summary/Review -Non Chronological Report</p> <p>IPC Link- How does the eye work? (Science explanation text)</p> <p>Further reading to support IPC- Light- Gaby Morgan</p>	<p>The Arrival -Letter -Character descriptions, -Narrative -Recount- Diary -Play scripts -Short report/guides</p> <p>Beowulf -Legend -Diary -Character/Setting description</p> <p>IPC Link- Information text- Maya</p>	<p>The Boy in the Tower -Newspaper report -Formal letter -Narrative</p> <p>Night Mail -Narrative</p> <p>IPC Link- -Mixed genre- guide book (Persuasion/Non-Chronological Report) -Explanation-Natural disasters</p> <p>Further reading to support IPC- City Atlas- Georgia Cherry</p>	<p>The Tempest -Setting description -Character descriptions -Diary entry - Play scripts</p> <p>The Sleeper and the Spindle -Recount- diary -Narrative -Character/setting description</p> <p>Further reading to support IPC- Professor Astro Cat's Atomic Adventure- Dominic Walliman and Ben Newman</p>	<p>King Kong -Journalism</p> <p>The Templeton Twins Have An Idea -Narrative</p> <p>IPC Link- Mixed genre- information guide</p>
Maths Links	Introduce rate and solve problems involving rate		Sort 3D shapes according to their properties; describe properties of prisms and pyramids	Add amounts of money using column addition/ subtractions and use rounding to check answers- linked to budgeting Calculate time intervals using the 24-hour-clock; read timetables and calculate time intervals		

<p>Science</p>	<p>In Science, we'll be finding out: About the chemistry of cooking What happens when we dissolve or melt things About gases and what they are About different materials used in the kitchen About conductors and insulators About magnetic materials and their uses How to separate mixtures by sieving, filtering and evaporating</p>	<p>In Science, we'll be finding out: How we hear sounds and see light How the human ear and eye works How sound and light waves travel How a string telephone works How we can change the pitch of sounds About echoes and acoustics</p>			<p>In Science, we'll be finding out: What keeps our feet on the ground About other forces that act upon us How to identify and measure forces How forces act on everyday life How to use electricity as a source of power About magnetism: how and why magnets work How light travels and how we see How sound travels and how we hear</p>
<p>History/Geography</p>	<p>In History, we'll be finding out: About the importance of bronze, iron and clay About wax, papyrus and paper</p>		<p>In History, we'll be finding out: About the Maya from the buildings and artefacts they left behind How the Maya worshipped their gods How the Maya used glyphs for writing and counting Why the Maya empire declined What Benin City in West Africa might have looked like How to use different sources to find out about the Kingdom of Benin How the Edo/Benin people celebrate and worship What happened to the Kingdom of Benin Why the prophet Mohammad was so important to the Islamic civilisation About the achievements and inventions of the</p>	<p>In Geography we'll be finding out: About a tourist attraction in our local area About the role of our local Tourist Information Centre How maps can give us tourist information About tourism and its impact on regions, countries and cultures How we can create an eco-friendly, sustainable holiday resort In History, we'll be finding out: How to create a history tour of our local area/host country</p>	

			Golden Age of Islam Why the Islamic empire declined Prophet Mohammad		
ICT and Technology	In Technology, we'll be finding out: How to make our own clay How glass is made How to create a brand new material ESafety- Y5 Strong passwords Y6 Talking Safely Online Espresso Coding- Year 5/6	In Technology, we'll be finding out: How to make an elastic-band guitar ESafety- Y5 Digital Citizenship Pledge Y6 Super Digital Citizenship	ESafety- Y5 You've won a price Y6 Privacy Rules Espresso Coding- Year 5/6	In Technology, we'll be finding out: How to evaluate materials used to market holidays How to create our own marketing materials to sell a holiday In ICT & Computing, we'll be finding out: How to plan a holiday route around the world using QR codes to identify different locations How to create their own translation app for a world traveller to use on their mobile phone ESafety- Y5 How to cite a site Y6 What is cyber bullying?	In Technology, we'll be finding out: How to solve problems to understand how everyday objects work How people use technology How to design and make models and games In ICT & Computing, we'll be finding out: How to use collaborative software for researching and sharing our learning How to use control technology to design, write and debug programs for a fairground ride simulation How to use sequence, selection and repetition in programs to create different design features for our fairground ride simulations How to use search engines effectively, and how to use technology respectfully and responsibly ESafety- Y5 Picture Perfect Y6 Selling Stereotypes
Music	Come Play with the Hallé	In Music, we'll be finding out: How to play our homemade instruments Come Play with the Hallé	In Music, we'll be finding out: How to plan and perform our own West African masquerade Come Play with the Hallé	In Music, we'll be finding out: About music from different countries around the world Come Play with the Hallé	Come Play with the Hallé
Art	In Art, we'll be finding out: How artists use different materials in their work How to choose materials to express an idea India Flint Alexander Calder Henri Rousseau David Oliverira		In Art, we'll be finding out: How to make West African masquerade masks and costumes How to create Islamic art Giuseppe Arcimboldo Pablo Picasso		

Society and International	In International, we'll be finding out: How different countries work together to invent new materials	In International, we'll be finding out: About noise and light pollution	In International, we'll be finding out: About the culture and traditions of modern day Maya and Muslims	In International, we'll be finding out: What makes a good global traveller How to create a welcome pack for our school/local area	In International, we'll be finding out: About fairgrounds and theme parks in our host and home countries How international agencies are helping to increase energy efficiency and tackle the problems of noise and light pollution About international aid agencies and their work	
RE Cycle B	Good News Why is Jesus, 'Light of the World' good news for Christians? How do the signs in John's gospel help to explain Jesus as good news?	Islam How does a mosque show that the idea of one community is important to Muslims? Incarnation	Kingdom of God How does the local church community seek to bring God's kingdom on earth?	Christian Community How are local, national and global church communities similar and different? How do Christian leaders help build the kind of world Jesus wants?	Discipleship How important is the new covenant to Christians? How does the sermon on the mount help Christians to follow Jesus?	SCHOOL UNIT How can religious communities live together in peace? What are the challenges?
PE	Football (Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent) Basketball (Dribbling and ball control, passing, catching, tackling, shooting, small sided game play, tactical play, outwitting opponent)	Hockey (Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent) Fitness skills circuit (Endurance, speed, agility, hand eye coordination, acceleration)	Gymnastics (Shapes, controlled movements, jumps, rolls, climbing equipment, sequencing, routine performance) Skill games circuit (ball skills, jumping, dodging, tagging, aiming at targets) Dance (moving to music)	Netball (Passing, tackling, shooting, footwork, small sided game play, tactical play, outwitting opponent) Tag Rugby (Passing, tagging, evading, understanding rules, small sided game play, attack v defence overloads)	Athletics (long distance running, sprinting, jumping for distance, run and jump over obstacles, pull throw, push throw, team relay) Rounders (throwing and catching, striking, fielding, backstop, tactics, team work)	Cricket (throwing and catching, batting, bowling, fielding, wicket keeping, tactics, team work) Tennis (ball control, hitting, footwork, gameplay, serving)
Glossary Bank	Material Solid Liquid Gas Reversible change Irreversible change Molecule Atom Solution Dissolve Evaporation Condensation Melt	Pitch Sound wave Frequency Absorption Reflection Refraction Volume Vocabulary linked to the ear and eye	Empire Decline Fall Rise Primary Sources Secondary Sources Artefact Culture Society Environment Citizen, Topic specific vocabulary linked to Maya, Benin and	Tourism Industry Sustainability Biome International Global Eco-friendly Region Culture Local/wider community Equator Tropics Prime Meridian	Forces Push Pull Gravity Fiction Magnetic Newtons Air resistance Centrifugal Centripetal Particle Conductor Insulator	

	Burn Disperse Conductor Insulator Alloy		the Islamic Civilisation	Latitude	Volts Amps Cell Circuit Vibrations Energy Levers Gears Cogs Evidence Opinion Fact	
PSHE/P4C/SRE	Living in the wider world and being a responsible citizen -Rights and responsibilities -Respecting equality and diversity in our local and global community -Digital Citizenship	Health and Wellbeing -Healthy lifestyles -Making choices -Keeping safe -Drug Education		Relationships -Healthy relationships -Respecting equality and diversity in relationships -Changing friendships -NSPCC sexting and making safe relationships		
Outdoor/ Local Learning		Visit to a local Mosque		Local exploration to create a holiday brochure for our Local area. Local hotel.		
MFL	Spanish- Introductions- Hello/I am called How are you? Numbers 1-6	Spanish Numbers 7-12 How old are you? Days of the week	Spanish Art topic- Like and dislikes Colours Shapes	Spanish Shapes and colours/adjectival agreement Describing a painting Easter lesson	Spanish Breakfast drinks Breakfast foods	Spanish Food tasting- vocab and opinions We are going on a holiday