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CURRICULUM MAP 2020 - 2021

1 <sup>st</sup> YEAR OF A THREE YEAR CYCLE	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	Food	Writing and Printing	Sound	Transport	Animals	
 COMMUNICATION, LANGUAGE AND LITERACY	 <u>Factual</u> Mark Making in a range of food mediums – flour, oats, sugar, angel delight etc.	 <u>Factual</u> To create cards for your friends and family to send during winter celebrations.	 <u>Fiction</u> Listening and responding to sounds in a variety of stories – I.e. Peace at Last by Jilly Murphy, The Owl and The Pussycat by Iain Beck, or Noisy Duck by Steve Smallman etc.  Pupils to explore and handle sound button books.	 <u>Factual</u> Exploring books related to transport from series such as “That’s not my... “. Looking at and pointing to pictures in books, handling books and turning pages. Listening and responding to transport sounds, turning to find the source of the	 <u>Fiction</u> To enjoy a range of stories related to animals. Pupils to listen to and interact with resources in multi-sensory stories.  Naughty Monkey, The Lion and the Mouse, The Very Hungry caterpillar, Animal Boogie, The Gruffalo, Rumble in the Jungle and Wombat goes walkabout etc.  Use and develop sensory story sacks about a chosen story.	

				sound, tracking sounds etc.		
 <p>MATHEMATICS</p>	 <p>Measure and number Timelines clocks and calendars</p>	 <p>Number and shapes Play board games to incorporate one to one correspondence</p>	 <p>Shape and space number</p>	 <p>Time and number</p>	 <p>Capacity and volume and number</p>	 <p>Pattern and number</p>
 <p>UNDERSTANDING THE WORLD (THE WORLD)</p>	 <p>Explore where fruit and vegetables and where they come from; different colours, sizes, textures, smells, tastes.</p>	 <p>Use fruit and vegetables to make different marks; create left to right patterns, circular patterns. Historical Art Egyptian art and recreating the hieroglyphics  Greek art and creating Greek gods and goddess art work in clay.  Create a Viking shield and print different patterns</p>	 <p>Match sounds to objects in the environment; cycle bells, car horns, horses hooves, play sound lotto. Music and sounds through time. Compare artefacts such as radios, telephones, cd players, cassette players, changes in musical instruments. Listen to music from the past and compare to pupils</p>	 <p>Explore the different kinds of animals that are native to the UK; hedgehogs, wheesels, stotes, field mice red squirrels, garden birds.  Identify old and new or past and present.  Explore train, cars, aeroplanes</p>	 <p>Explore the different kinds of animals that are native to different countries and continents; Kangaroos, tigers, lions, pandas, penguins, elephants, ant eaters, tazmanian devils.</p>	



















		and shapes onto their shield (continued as a homework task).	favourite songs now. What can they hear? Which do they like best?	toys old and new. Junk modelling activities to create old transport vehicles Explore how toys and technology have changed. A day in the life of a Victorian child etc.	
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1 <sup>st</sup> YEAR OF A THREE YEAR CYCLE	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	Food	Writing and Printing	Sound	Transport	Animals	
 EXPRESSIVE ARTS AND DESIGN	 <b>Art:</b> Sculpture – manipulation of food / plasticine. <b>Music:</b> Pitch - To sing nursery songs linked to food. <b>Drama:</b> Roleplay focused around food	 <b>Art:</b> Printing – e.g. hand prints <b>Music:</b> Follow simple pictures of instruments <b>Dance:</b> To use different body parts	 <b>Art:</b> Mixed media – different types of paint <b>Music:</b> Rhythm! <b>Drama:</b> Move to contrasting environmental sounds.	 <b>Art:</b> 2D Modelling - vehicles <b>Music:</b> Composing using the voice <b>Drama:</b> Actions linked to 'A bumpy road journey'!	 <b>Art:</b> 3D Modelling <b>Music:</b> Harmony and percussion <b>Dance:</b> Creative dance	
 UNDERSTANDING THE WORLD (TECHNOLOGY)	 Explore real life technology such as microwaves and electric whisks whilst carrying out cooking activities.	 Use an interactive whiteboard or iPad to make marks on the screen.	 Explore sound cause and effect programs on the iPad or interactive whiteboard.	 Record transport sounds using an iPad, activate transport sounds on a iPad, active transport switch toys.	 Use paint programs on iPad to create animal prints, activate animal sounds on big mac or interactive whiteboard.	
 PHYSICAL DEVELOPMENT	 <u>Dance and Gym</u> Using food songs!	 <u>Gym &amp; Athletics</u> Make prints with fine and gross motor skills as you create	 <u>Multi skills</u> Bat skills/ cause and effect-reaching for instruments	 <u>Throwing and catching – aiming games</u> Target games Throwing and catching Crossing midline	 <u>Athletics</u> Practice for sports day	

		different movements and holds.			
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1 <sup>st</sup> YEAR OF A THREE YEAR CYCLE	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	Food	Writing and Printing	Sound	Transport	Animals	
 PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	 Exploring healthy and unhealthy foods using all our senses – what should be on a healthy plate?	 Who are our friends? How to build positive relationships with family and friends.	 How to express your voice! Make choices and respect others.	 Exploring options and making choices.	 Looking after and naming pets – what do they need? How do we care for them?	
 RELIGIOUS EDUCATION	 <b>Christianity &amp; Hinduism</b> Exploring food from different religions using all their senses.	 <b>Christianity &amp; Sikhism</b> Explore different religious messages.	 <b>Christianity &amp; Judaism</b> Explore their own and others feelings.	 <b>Christianity &amp; Islam</b> Identity and experience family and belonging.	 <b>Christianity &amp; Buddhism</b> To show care and concern for all living creatures.	
 Suggested Safeguarding Themes  Suggest Fundamental British Values	 Washing Hands before handling food  Following hygiene and safety rules	 Communicating your needs with others- <b>maintaining emotional well being (mental health)</b>	 Recognising e.g. fire alarm, and what to do when alarms are heard.  Cause and effect – making a	 Entering and leaving vehicles  Asking for help  Saying sorry when applicable	 Washing hands when working / playing with animals.  <b>Working together to achieve a common goal</b>	







(highlighted in blue).		Value each others views and values	change physically		
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CURRICULUM MAP 2019 - 2020








CLASSES; Jasmine, Bluebells, Sunflowers, Daffodils, Buttercups, Marigolds, Cosmos, Daisies







1 <sup>st</sup> YEAR OF A THREE YEAR CYCLE	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
PRIMARY	Food	Writing and Printing	Sound	Transport	Animals	
 <p>COMMUNICATION, LANGUAGE AND LITERACY</p>	 <p><u>Factual</u> Explore and follow simple instructions and recipes in cook books, for example, Giant kids cook book. Role play cooking, buying and ordering foods. Encourage writing lists. Create class cook book.</p>	 <p><u>Factual</u> Look and create own leaflets, letters, cards, newspaper articles, for example, write a letter to santa, make cards, gift tags, advent calendar and write up Christmas story as a newspaper article. Mark making/ printing, on presents – wrapping</p>	 <p><u>Fiction</u> Investigate stories involving sound effects or voices needed for effect. Listen and respond to repetitive stories, for example, Bear hunt. Create sounds to enhance stories, for example, adding environmental sounds to Seaside stories, Zoo stories, weather, The sun and the wind fable. Listen to Story CD's being encouraged to use ear phones.</p>	 <p><u>Factual</u> Investigate the history of different modes of transport. Use information books from the See how they go – series and old/new transport big book. Create fact sheets/books about chosen transport.</p>	 <p><u>Fiction</u> Look and interact with stories with animals in, for example, Handa Surprise, Dolphin Pool, Rockpool Rap, Traditional tales (BE AWARE OF CROSS OVER WITH TRAD TALES TOPIC) Modern animal stories – Tinga tales Hungry caterpillar, Dolphin Boy by Michael Morpurgo, Animal Boogie, The Gruffalo, Rumble in the Jungle and Wombat goes walkabout. Use and develop sensory story sacks about chosen story. Answer questions about the story.</p>	





























		paper and tree decorations.				
 <p>NUMERACY</p>	 <p><u>Using and applying</u> Use stop watches to measure timings Cooking and baking activities How many? activities</p>	 <p><u>Pattern and number</u>  Create patterns out of seaside related items shells</p>	 <p><u>Number and measure</u>  Orienteering around school measure distances between 2 objects or places</p>	 <p><u>Number</u> Timetables Tv scheduling Sequencing of day at home and at school</p>	 <p><u>Shape space</u> Make and play games with shapes and one to one correspondence</p>	 <p><u>Space</u> Know directions to get to different spaces, estimate how long it takes to get there and check.</p>
 <p>SCIENCE</p>	 <p>Making snacks Food tasting Sorting healthy and unhealthy foods</p>	 <p>Observe changes and manipulate mixed materials.</p>	 <p>Listening to, identifying and describing sounds.</p>	 <p>Exploring magnets and natural forces.</p>	 <p>The food chain</p>	 <p>Identifying body parts. Learning more about humans and animals.</p>
 <p>CREATIVITY</p>	 <p><b>Art:</b> Sculpture – manipulation of food / plasticine. <b>Music:</b> Pitch - To sing songs linked to food. <b>Drama:</b> Roleplay focused around the effects of healthy eating</p>	 <p><b>Art:</b> Printing – e.g. Potato prints <b>Music:</b> Read simple graphic scores <b>Dance:</b> To use different body parts</p>	 <p><b>Art:</b> Mixed media - <b>Music:</b> Rhythm! <b>Drama:</b> Move to contrasting environmental sounds.</p>	 <p><b>Art:</b> 2D Modelling <b>Music:</b> Composing using vocal sounds <b>Drama:</b> Actions linked to 'A bumpy road journey'!</p>	 <p><b>Art:</b> 3D Modelling <b>Music:</b> Harmony and percussion <b>Dance:</b> Creative dance</p>	 <p><b>Art:</b> Collage - animals <b>Music:</b> Tempo - speed - (Untuned percussion) <b>Drama:</b> Perform a play based around the text 'The Animal Boogie'</p>















1 <sup>st</sup> YEAR OF A THREE YEAR CYCLE	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
PRIMARY	Food	Writing and Printing	Sound	Transport	Animals	
 <p>DESIGN TECHNOLOGY</p>	 <p><b>Cooking and nutrition:</b> Select appropriate tools, design a fruit smoothie/salad. Combining fruits or vegetables according to their sensory characteristics</p> <p>Make a fruit smoothie, fruit salad</p>	 <p><b>Mechanisms/ materials</b> Design wrapping paper, cards, calendars</p> <p>Make a split pin ginger bread man</p> <p><b>Key learning</b></p> <ul style="list-style-type: none"> <li>• Using simple levers and sliders</li> <li>• Using simple moving joints</li> <li>• Using different combinations of materials to create functional products</li> </ul>	 <p><b>Structures</b> Megaphones, sound board</p> <p>Musical instruments</p> <p><b>Key learning</b></p> <ul style="list-style-type: none"> <li>• Using simple methods for make musical shakers/ mega phones</li> </ul> <p>Evaluate: explore and evaluate a range of existing products- musical instruments/ resonance board.</p>	 <p><b>Mechanisms</b></p> <p>Wheeled vehicles using construction kits</p> <p>Make junk model moving vehicle</p> <p>Make lego cars, cotton wheel racers.</p> <p><b>Key learning</b></p> <ul style="list-style-type: none"> <li>• Using wheels, axles and axle holders</li> <li>• Understanding that wheels can be attached tightly</li> </ul>	 <p><b>Structures</b></p> <p>Design and make card/dough /clay animal model</p> <p><b>Key learning</b></p> <ul style="list-style-type: none"> <li>• Use simple methods for manipulating dough/clay</li> <li>• Using simple methods for making freestanding structures stronger</li> </ul>	 <p><b>Textures.</b> Make a simple stuffed toy /hand puppet animal</p> <p><b>Key learning</b></p> <ul style="list-style-type: none"> <li>• Using a template</li> <li>• Using simple joining techniques</li> </ul>

				or run freely on an axle		
 <p>HUMANITIES</p>	 <p>Explore where fruit and vegetables come from; seeds, plants, fields, trees</p>	 <p>Make marks with different shaped and textured fruit and vegetables; lines, circles, patterns left to right. Historical Art Egyptian art and recreating the hieroglyphics  Greek art and creating Greek gods and goddess art work in clay.  Create a Viking shield and print different patterns and shapes onto their shield (continued as a homework task).</p>	 <p>Match sounds to objects in the environment; car horns, bird song, horses hooves, aeroplanes. Take part in sound lotto games Music and sounds through time. Compare artefacts such as radios, telephones, cd players, cassette players, changes in musical instruments. Listen to music from the past and compare to pupils favourite songs now. What can they hear?</p>	 <p>Explore the different kinds of transport used to visit locations in your own and other countries; aeroplanes, trains, buses boats, cars  Identify old and new or past and present.  Explore train, cars, aeroplanes toys old and new.  Junk modelling activities to create old transport vehicles</p>	 <p>Investigate animals that are native to different parts of the UK; stotes, wheesels, foxes, eagles, seals, dolphins, hedgehogs</p>	 <p>Investigate animals that are specific to different continents; Kangaroos in Australia, Tigers in India, bears in America</p>

			Which do they like best?	Explore how toys and technology have changed. A day in the life of a Victorian child etc.		
 COMPUTING	 Internet Safety- pupils to identify their own personal information.	 Learn how to type first name using a keyboard.	 Explore cause and effect sound apps on the iPad. Learn how to record sounds onto the iPad.	 Collect information about the colours of people's cars in school. With support input data into a graph.	 Use paint applications on iPad's, to produce simple paintings of animals. Use paint programs on IWB, Laptop, PC's to create digital pictures of animals.	 Sequence pictures on how we might care for an animal.








1 <sup>st</sup> YEAR OF A THREE YEAR CYCLE	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
PRIMARY	Food	Writing and Printing	Sound	Transport	Animals	
 MFL	 Obj: to name French food	 Obj: to write their name Vocab: je m'apelle	 Obj: to hear French music	 Obj: to say hello and goodbye Vocab: bonjour, au revoir	 Obj: to name animals Vocab: chien, chat	
 PHYSICAL EDUCATION	 <u>Dance and gym</u> Using food songs!	 <u>Gym &amp; Athletics</u> Using gross and fine motor skills to create marks when in various holds	 <u>Multi- skills – bat skills</u> Exploring different racquets Croquet reaching for different sound makers	 <u>Throwing and catching- target games- netball/ basketball</u> Aiming at a target at varying heights	 <u>OAA- Orienteering</u> Table top maps Using maps in classroom/hall Introduction to maps Orienteering maps Location points following routes PE, OAA, PLTS, English Cross curricular links – Stories, imaginative worlds, exploring and journeys – ‘Going on a bear hunt’	 <u>Athletics-</u> Sports day practice
	 Making healthy choice about food and drink.	 Exploring friendships – how to build and maintain positive	 Respecting others. Making decisions.	 Choices available in the community.	 How to look after other living things – pets. What do they need and how do we care for them?	

<p>PERSONAL SOCIAL HEALTH &amp; EMOTIONAL DEVELOPMENT</p>	<p>Begin to explore how to keep our bodies healthy.</p>	<p>appropriate relationships with others.</p>	<p>Following rules that affect others within the community.</p>	<p>Recognising people who can help us.</p>	
 <p>RELIGIOUS EDUCATION</p>	 <p><b>Christianity &amp; Judaism</b> KS1-Experience and explore food from both religions. KS2-Explore similarities and differences between the foods.</p>	 <p><b>Christianity &amp; Hinduism</b> KS1-Explore a range of mark making skills. KS2-Use tools to make a range of religious marks.</p>	 <p><b>Christianity &amp; Sikhism</b> KS1-Explore a range of religious symbols. KS2- Explore religious symbols – recreate and recognise features.</p>	 <p><b>Christianity &amp; Buddhism</b> KS1- who are key figures in our life and key members of religious groups. KS2- how to treat others and how our actions have consequences.</p>	 <p><b>Christianity &amp; Islam</b> KS1 – explore a range of faith stories. KS2 – Explore others beliefs</p>
 <p>Suggested Safeguarding Themes</p> <p>Suggest Fundamental British Values (highlighted in blue).</p>	 <p>Tidying up safely after preparing and eating food.</p> <p>Understanding rules matter</p>	 <p>Communicating when you are happy / unhappy confidently (Dignity and Privacy)</p> <p>Positive sense of themselves</p>	 <p>Recognising sounds outside e.g. ambulance and what to do when such an alarm is heard.</p> <p>Contribute to the community</p>	 <p>People who help us when e.g lost.</p> <p>maintaining emotional well being (mental health)</p> <p>People we may find in the community to help us</p>	 <p>Safe hands when working / playing with animals.</p> <p>Working together to achieve a common goal</p>



CURRICULUM MAP 2019 - 2020

Classes - Marigolds, Cosmos, Daisies, Roses, Poppies, Tulips, Cedar, Maple

1 <sup>st</sup> YEAR OF A THREE YEAR CYCLE	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
MIDDLE	Food and Farming	Images	Health Lifestyles	Now and Then	Plants and Animals	Travelling for Pleasure
 <p>COMMUNICATION, LANGUAGE AND LITERACY</p>	 <p><u>Non-fiction</u> Explore and follow instructions and recipes in cook books, for example, My class enjoys cooking, Giant kids cook book. Write and follow shopping lists. Role play going to a shop. Fair-trade food, find icon on foods. Create class How to .. book, for example, make smoothie. Look at cooking television programmes, for</p>	 <p><u>Fiction</u> Use films originated from books, for example, The snowman, The Grinch, Christmas Carol (Muppets). Look at cartoons originated from comics, for example, Batman, Spiderman, Dennis the menace. Create own TV programme or comic.</p>	 <p><u>Non-fiction</u> Using a multi-modal approach, explore healthy eating – food groups, good /bad food. Look at sport and fitness, explore fitness instruction videos. Make fitness and food diary. Change 1 thing campaign – promote this or other current campaign.</p>	 <p><u>Fiction</u> Shakespeare Midsummer night’s dream, The tempest Dickens Oliver Twist, Buggy Malone. Watch, role play scenes from chosen play and develop own play scripts.</p>	 <p><u>Fiction</u> Tyger Tyger, plant and animal poems. Listen, respond and make own poems.</p>	 <p><u>Non-fiction</u> Holiday brochures, role play booking a holiday. Travelling on a train/plane/ferry – purchasing tickets etc.</p>



	example, Can't cook won't cook. Explore farming using information books, for example, Sheep in the farm, A day in the life of a farmer.		Create posters and leaflets.			
 <b>NUMERACY</b>	 <u>Using and applying</u> Use a variety of materials within planning  Explore different foods and smells in cooking activities	 <u>Shape and space</u> Shapes of buildings...  How big is...? How small is...?  Make a model village	 <u>Number</u> Create lists and rules for things around classroom  Create lists for a healthy lifestyle	 <u>Money</u> Coin recognition Exchange money for objects  Role play shops	 <u>Pattern</u> Colours and shapes in a rainbow  Shapes around the environment  Go on a shape hunt  Photograph shapes around the school	
 <b>SCIENCE</b>	 Growing and sorting plants	 Manipulation of images using simple equipment e.g. magnifying glasses.	 Staying fit and healthy through food, exercise and personal care.	 Development of plants, humans and animals.	 Habitats of plants and animals.	 Comparing where I live with other places in the world.

1 <sup>st</sup> YEAR OF A THREE YEAR CYCLE	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
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MIDDLE	Food and Farming	Images	Health and Lifestyles	Now and Then	Plants and Animals	Travelling for Pleasure
 <p>CREATIVITY</p>	 <p><b>Art:</b> Sculpture – using modelling clay and sculpture tools. <b>Music:</b> Pitch – To sing using assistive technology <b>Drama:</b> cyclic process of farming, producing and selling food.</p>	 <p><b>Art:</b> Use ICT Software – To Create images <b>Music:</b> Composing – To create a soundscape using untuned percussion instruments. <b>Dance:</b> To consider a variety of contrasting images as starting points for movement.</p>	 <p><b>Art:</b> Mosaics – Using tiles to make pictures of healthy foods <b>Music:</b> Texture – Body percussion activities. <b>Dance:</b> Choreographed movements linked to ‘A visit to the gym’</p>	 <p><b>Art:</b> Textiles – Creating historical clothing and accessories <b>Music:</b> Historical Song writing – Tuned percussion instruments <b>Drama:</b> To act out a famous historical scene</p>	 <p><b>Art:</b> Printing – Using a variety of different plants and <b>Music:</b> Listening and accompanying Saint Saen’s ‘Carnival of the animal’. <b>Dance:</b> To imitate the movements of plants and animals</p>	 <p><b>Art:</b> Photography – Editing world photographs. <b>Music:</b> Conducting – Brazilian style! <b>Drama:</b> Make a world cultural holiday programme</p>
 <p>DESIGN TECHNOLOGY</p>	 <p><u>Cooking and Nutrition</u> Design and make healthy winter soup and/or sandwiches  Explore and research where our food comes from</p>	 <p><u>Structures</u> Design and make a photo/ picture frame</p>	 <p><u>Textiles</u> Make a bag to carry healthy food (fruit/veg.) from the shop</p>	 <p><u>Mechanisms</u> Make an animal home showing life cycle using pneumatics e.g. nest model  Chick emerging from egg  Make a Bird house Make an Insect hotel</p>	 <p><u>Structures</u> Design and make your own animal- make up a new animal by combining existing animal parts or base on Flanimals book  E.g. Clay/playdough animals</p>	 <p><u>Textiles</u> Design and make a hat/scarf for your holiday/trip. Design according to whether a hot /cold place</p>



HUMANITIES



Looking at where our food comes from; farms, factories and shops. Exploring how our food is produced and grown; animals, vegetables, fruit.



Matching objects to locations  
Explore the origins of our food and where it comes from - fish to seas, rivers, lakes. Houses and factories to towns, fields to countryside

Images from the past and present.  
Family photos- Identify themselves and others- use appropriate signs or symbols.  
Create a family tree.

Images of past events such as circus and compare them to now.



Exploring what natural pathways are made from; mulch from leaves, twigs and dead insects. Looking at the effect that walking has on a strip of ground by having an experimental patch of ground. Investigate manmade and natural landmarks.



Exploring agriculture and food production over time; the difference between growing your own and mass production; create a small vegetable patch, investigate how food grows and what is needed to make it grow; water, soil, drainage, sunlight.

Images from the past and present.  
Family photos- Identify themselves and others- use appropriate signs or symbols.  
Create a family tree.


Images of past events such as circus and compare them to now.





















Creating habitats for local wildlife; make a bug hotel, hedgehog houses, bird feeders. Completing surveys of local wildlife.

Recognising different modes of leisure transport; gather pictures and information to create a diagram or chart of different transport used to go on holiday or to visit a popular tourist spot.

Travelling for pleasure- British seaside now and then. Explore pictures, clothes, food and toys from the past on a British seaside holiday. Look at past transport and compare to now.

1 <sup>st</sup> YEAR OF A THREE YEAR CYCLE	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
MIDDLE	Food and Farming	Images	Health and Lifestyles	Now and Then	Plants and Animals	Travelling for Pleasure
 MFL	 Obj: to name food and animals in French Vocab: Je mange... Outcomes: To use senses to experience food. To respond to 'tu aime mange...' 	 Obj: to experience work by French artists. Vocab: J'aime... Outcomes: look/feel French art/sculpture. Express opinions (likes/dislikes) 	 Obj: to name body parts in French Vocab: tets, epaules, genoux et pieds Outcomes: pupil will hear or sing songs to name body parts in French 	 Obj: to know about current news in Europe Vocab: L'Europe Outcomes: experience media relating to world news. Engage in discussions. 	 Obj: to know about the natural landscape in a different French Speaking country e.g. African country Vocab: Names of plants and animals Outcomes: pupils will be aware of different plants and animals 	 Obj: to experience sights and sounds etc of travel Vocab: train, traversier, avion Outcomes: respond to experience/ name different modes of transport 
 PHYSICAL EDUCATION	 <u>Dance and gym</u> Create a healthy food rap with movements and props 	 <u>Gym and athletics</u> Create a stop-start animation or a tik tok video of your gym/movement skills. Youtubers-the bodycoach 	 <u>Invasion games</u> Touch rugby 	 <u>Striking and fielding</u> Rounders 	 <u>Orienteering</u> Developing map work and orientation of the school site Simple star orienteering (School field/playground) Simple short courses on school field/ 	 <u>Athletics</u> Sports day practice 

					playground (few controls) Setting up routes for each other using simple plans	
 <p>COMPUTING</p>	 <p>Create rules together for keeping safe online, use safe search engines to look up pictures from the food and farming industry.</p>	 <p>Create simple digital artwork using basic software (on a touch screen or IWB). Draw a freehand digital image or use simple shapes to create a piece of digital artwork that could be sent home as a Christmas card.</p>	 <p>Collect information about their friends favourite healthy foods and present the data in a digital graph.</p>	 <p>Use iPad to take photographs and turn them into black and white images. Combine word processing skills and create captions for photographs.</p>	 <p>Learn how to program a Beebot to avoid plant and animal obstacles.</p>	 <p>Learn how to use typing skills to create lists of things that we need to take on holiday.</p>









1 <sup>st</sup> YEAR OF A THREE YEAR CYCLE	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
MIDDLE	Food and Farming	Images	Healthy Lifestyles	Now and Then	Plants and Animals	Travelling for Pleasure
 PERSONAL SOCIAL HEALTH AND EMOTIONAL DEVELOPMENT	 Healthy food. Looking after others and animals.	 Developing a positive body image. Make informed choices about health and wellbeing.	 Making good choices to live well and safely. Appropriate clothing for different purposes.	 How medication and other products have changed and how they affects us.	 Responding to the needs of animals. Recognising life cycles.	 What are the rules and why are they there? How to stay safe in the community – road safety.
 RELIGIOUS EDUCATION	 <b>Christianity &amp; Sikhism</b> Explore a range of authority figures. Respect others viewpoints and beliefs.	 <b>Christianity &amp; Judaism</b> Explore similarities and differences between religions.	 <b>Christianity &amp; Buddhism</b> Explore what is of value and concern to their life.	 <b>Christianity &amp; Islam</b> Explore important landmarks in life	 <b>Christianity &amp; Hinduism</b> Significance of religion. Use a range of resources to identify information on religion.	
 Suggested Safeguarding Themes	 Clothes worn to help us stay safe. <b>Rule of Law: understanding rules and consequences</b>	 Internet / gaming / device safety – appropriate and inappropriate contact and images. <b>Individual liberty – freedom for all</b>	 Safety in the kitchen. When and how to activate a fire alarm <b>Contribute to the community</b>	 Bullying – face to face and cyber bullying – how to tell others and stay safe - <b>maintaining emotional well being (mental health)</b>	 Safe use of simple garden tools. <b>Taking risks – confidence and awareness of self</b>	 Safe travel – public transport – bus / train/ taxi <b>Difference between right and wrong</b>

Suggest Fundamental British Values (highlighted in blue).				Public voice (voting)		
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**CURRICULUM MAP 2019 - 2020**  
**SECONDARY – Tulips, Cedar, Maple, Oak, Beech**

Year 5 of a Five Year Cycle	Autumn	Spring	Summer
<b>SECONDARY &amp; FURTHER EDUCATION</b>	<b>Population and Inhabitants</b>	<b>Materials in my Surroundings</b>	<b>The Planets</b>
 <p align="center"><b>LITERACY, COMMUNICATION AND LANGUAGE</b></p>	 <p align="center"><b><u>Fiction</u></b></p> <p>To enjoy a range of sensory stories related to population and Inhabitants, for example – ‘We’re going to the Galapagos’ ‘The Legend of the Indian Paintbrush’. Pupils to explore the setting and characters in the story. Act out the story to develop an understanding of the environment, setting and storyline.</p>	 <p align="center"><b><u>Non-Fiction</u></b></p> <p>Use dictionaries, thesaurus, encyclopaedia and scientific factual books to find information. Create own / class dictionary of scientific words related to Materials. Produce entries for an Encyclopaedia related to specific materials.</p>	 <p align="center"><b><u>Fiction</u></b></p> <p>Look at a variety of different styles of poetry, for example, shape poems, acrostic poems, descriptive poems, rhyming poems etc. Create own poems inspired by the solar system and planets.</p>
 <p align="center"><b>NUMERACY</b></p>	 <p align="center"><b>Number</b></p> <p>Using and Applying continuously taught.</p> <p>Ordering food from cafes. Reading menus. Exchanging goods for money.</p>	 <p align="center"><b>Pattern &amp; Space (Geometry)</b></p> <p>Using and Applying continuously taught.</p> <p>Look at patterns and shapes and materials</p>	 <p align="center"><b>Measurement</b></p> <p>Demonstrate an understanding of various measuring tools: ruler, measuring tape, timer, measuring spoons/cups, scales, thermometers and clocks.</p> <p align="center"><b>Time</b></p>



















	<p>Creating a shop in Cluster area – pricing. Ordering numbers. Recognizing numbers &amp; Prices. More or Less activities. Visit community shops – Look at tills as numbers are displayed.</p>	<p>Colours used in patterns Tessellating patterns 2D and 3D shapes. Shapes of landmarks in the countries being looked at. Mosaics and Tiling in buildings – what shapes can be created?</p>	<p>Encounter daily routines. Explore daily routines e.g. indicate a preference for an action or event. Respond to cues that signal the start of an activity – e.g. break, lunch, and home. Initiate an action related to the time of day – e.g. reach for a coat, cup, and cutlery. Cooperate in familiar daily routines.</p>
  SCIENCE	 <p>Exploration of local environment Use of simple maps includg google</p>	 <p>Explore, identify, and sort materials and know their purpose.</p>	 <p>Understand why we have night and day. Know more about the planets</p>
 CREATIVITY - Music	 <p>Use body parts as instruments – beat boxing Performing – group and solo</p>	 <p>Make and play tuned / untuned instruments - manmade and natural materials.</p>	 <p>Deepen their understanding of film music e.g. Star Wars / Holst's The Planets suite. Create and perform own emotive music.</p>
 CREATIVITY - Art	 <p><i>Textiles – exploration of materials Designing and Making hats / bags etc</i></p>	 <p><i>2D &amp; 3D Modelling Recycled Materials</i></p>	 <p>Painting, ICT Software – change / enlarge / reduce images</p>

Year 5 of a Five Year Cycle	Autumn	Spring	Summer
SECONDARY & FURTHER EDUCATION	Population and Inhabitants	Materials in my Surroundings	The Planets

 <p>DESIGN AND TECHNOLOGY</p>	 <p>FOOD</p> <p>Design and make a buffet for visitors exploring need for quantity, range etc.</p> <p>Explore/ research recipes on line, buffet menus etc design and make a menu for a buffet.</p>	 <p>TEXTILES/Electricity</p> <p>Design and make an electric musical instrument from recycled or reused materials found in school.</p> <p>Key Learning-testing different materials for strength and effectiveness.</p> <p>Changing the sound of a material by adding extra materials.</p>	 <p>MECHANISMS</p> <p>Make a moving solar system.</p> <p>Explore how to make a rotating solar system using a winding mechanism.</p>
 <p>HUMANITIES</p>	 <p>Who lives where and why; examine the different kinds of homes in different populations; cities, towns, villages, countryside. Differences in populations and the resources needed to support different populations. Create diagrams and/or graphs to show what you have discovered. Explore your local community and carry out a survey.</p>	 <p>Building structures; explore what materials keep us dry, protect us from the wind or sun. Experiment with some natural and man-made resources; straw, sand, soil, wood, used plastic,</p>	 <p>Explore and investigate what makes up the earth; oxygen, water, vegetation, animals.- categorise and put into groups what you have discovered; different species of animals, sources of water.</p>
 <p>COMPUTING</p>	 <p>Identify and create rules together for keeping safe online, use safe search engines to look up pictures of local buildings.</p> <p>Identify their own personal information from someone else's for example, name, birthday, school, address. Learn what information not to share when</p>	<p>Use technology out in the community, understand the purpose of passwords and the need to keep them safe. Where appropriate learn how to use a telephone. Use safe internet search engines to find about pupils' surroundings.</p> 	 <p>Create information sheets about the planets. When out in the community use to create shopping lists that can't be lost. Record recipes and shopping lists so they can't be lost.</p>





















	you are online. Know not to talk to strangers in real-life or online.		

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Year 5 of a Five Year Cycle SECONDARY & FURTHER EDUCATION	Autumn <b>Population and Inhabitants</b>	Spring <b>Materials in my Surroundings</b>	Summer <b>The Planets</b>
 PHYSICAL EDUCATION	 Invasion games- working with teams. Locomotion –move with a ball, Object control ball control - Stability – striking a ball, Health and self-care – team work	 Dance and gym. Locomotion – move body, Object control – send and receive objects, Stability – balance, Health and self care – regular exercise	 Net and Wall games from different countries. Locomotion – stop a moving object, Object control – catch a moving object, Stability – sustain a balance, Health and self care – make and follow rules
 PERSONAL SOCIAL HEALTH AND EMOTIONAL DEVELOPMENT	 How to build and maintain positive relationships with others. How to act appropriately around different people including online safety.	 How to respect their immediate environment, the local community and the planet.	 Understand and respect different ways of life. Develop an understanding of their legal rights.
 RELIGIOUS EDUCATION	 Occasions and Celebrations – festivals and their meanings.	 How religion ca impact on an individual’s lifestyle.	 How is religion perceived in the media?
	 Making wise decisions – Appropriate and inappropriate touching – who, when, where. Wise decisions when fireworks are being used	 Making wise decisions – cigarettes and alcohol and how they can affect your health. <b>Maintaining emotional well being (mental health)</b>	 Meeting people for the first time – how to stay safe – invite a trusted adult - let others know where you are – use of a phone – details of people you are with – being picked up and dropped off.  <b>Respect for self and mutual respect</b>

Suggested Safeguarding Themes  Suggest Fundamental British Values (highlighted in blue).	Individual liberty – freedom for all	Taking risks	
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	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS						
						
PRIMARY						
						
MIDDLE						
						
SECONDARY & FURTHER EDUCATION						
