

## Nursery Curriculum Map Autumn Term

	Topic: All About Me						Celebrations					
<b>Role Play Areas</b>	Continuous provision- Imaginary Play- Home Corner (inside) Continuous provision- Role play- Hairdressers/Barber shop and Builder's Construction Site (outside)											
	<b>Week 1 &amp; 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>	<b>Week 13</b>
<b>Topic Focus</b>	Home Visits Admin & Prep Day Academic Review Day Phased starts	Myself  On Entry Assessment	My family  On Entry Assessment	Local journeys On Foot +Journey to School	Local journeys By Rail & Road	Whole school project week	Celebrations – Birthdays Celebrations	- Diwali	Celebrations - Bonfire Night, Remembrance Day	Celebrations - Chinese New Year	Celebrations - Hanukkah	Celebrations - Christmas
<b>Core Books</b>	Home Visits Admin & Prep Day Academic Review Day Phased starts	<b>Ketchup On Your Cornflakes</b>  <b>Dear Zoo</b>	<b>Titch Knuffle Bunny</b>	<b>Shark in the Park</b> <b>Shark in the Park on a Windy Day</b>  <b>We're going on a bear hunt</b>	<b>Naughty bus</b>  <b>Down by the station</b>	<b>Handa's Surprise</b>	<b>Platypus and the Birthday Party</b>	<b>Diwali information books and videos</b>  <b>The Quiet Little Firework</b>	<b>Shark in the dark!</b>  <b>Information books and videos</b>	<b>Lanterns and Firecrackers: A Chinese New Year story</b>  <b>Goldy Luck and the Three Pandas</b>	<b>Hanukkah Bear</b>	<b>The Nativity Story</b>  <b>Oh no! Shark in the Snow</b>
<b>Nursery Rhymes</b> BBC rhymes	Twinkle Twinkle	Heads, shoulders, knees and toes	Wind the bobbin up	Row, row, row your boat	The wheels on the bus	Jumbo Bwana	Pat-a-cake	5 little fireworks	10 in the bed	The crayon Poem by James Carter	Teddy Bear, Teddy Bear, turn around	Christmas Carols
<b>Personal, Social and Emotional</b>  Dev.M observation checkpoint B-3-year olds.	Ongoing- classroom routines and boundaries. Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict. Reward systems: sticky labels with comments written. Dev. M. Observation checkpoint birth- three year olds. Set up and reinforce child self-registration. Activities to develop relationships, making friends, sharing and turn taking, dealing with conflict. Talking about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Support children to increase independence when selecting activities and resources. Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health.											

<p><b>Communication and Language</b></p> <p>Dev.M observation checkpoint B-3-year olds.</p>	<p>Ongoing- Speaking and Listening skills. Vocabulary linked to book of the week and topic.                  Introduce words of the week - displayed on vocabulary wall (text and picture).                  Dev. M observation checkpoint Birth to three year olds can the child use around 50 words plus, frequently asking questions, putting three words together or more?                  Ongoing-Puppets and small world relating to the core book of the week and topic.                  Role play areas inside (Home corner) and outside (Builder's construction site)                  Daily - days of the week and weather. Makaton gradually introduced for frequently used commands such as stop, no, yes, walk, run, sit down, stand up, finished and signs linked to the topic.                  Weekly rhyme of the week displayed and sung daily. Bank of rhymes kept in a folder for children to return to.                  Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read.                  Check understanding and explain new vocabulary when reading books.                  Children to be encouraged to talk about what is happening in their environment and give their own ideas.</p>	
<p><b>Literacy – Reading and Comprehension</b></p> <p>Word Reading</p> <p>Writing</p>	<p>Class reading library with a selection of information, topic and choosing books.                  Selecting books and handling them with care.                  Daily - Adults reading to small groups and whole class (story times and at the end of the day).                  Throughout the day topic books being shared with children (books throughout the environment).                  Regular sharing of books and discussion of children's ideas and responses.                  Understanding key concepts about print: print has meaning, print can have different purposes and we read English text from left to right and from top to bottom.                  Weekly home reading books (Autumn 2)</p> <p>Phonics- environmental sounds, word reading (print carries meaning), rhyme, initial sounds</p> <p>Provide opportunities in the continuous provision for child-initiated mark making activities e.g. clipboards outdoors, chalks for paving stones, boards and notepads in the home corner.                  Adult to act as scribe for description of mark making.                  Daily - writing the day and date (modelled writing)                  Choosing independent mark making activities each day linked to core book of the week.                  Children to use IT to mix marks.                  Children to trace their name.</p>	
<p><b>Mathematics</b></p>	<p>Daily - Maths songs, weather &amp; day of the week, sequence of the day.                  Fast recognition of up to 3 objects (subitising).                  Recite numbers past 5.                  Counting objects with one number for each item (1:1 correspondence).                  Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).                  Explore 2D shapes using mathematical language.                  Make comparisons between objects relating to size &amp; weight.                  Continuous provision- sand, water and construction</p>	<p>Daily - Maths songs, weather &amp; day of the week, sequence of the day.                  Recite numbers past 5.                  Counting objects with one number for each item (1:1 correspondence).                  Link numerals and amounts.                  Experiment with marks to represent numbers.                  Compare quantities using 'more than', 'fewer than'.                  Explore 2D shapes using mathematical language.                  Make comparisons between objects relating to size &amp; weight.                  Talk about and identify patterns.                  Continuous provision- sand, water and construction.</p>
<p><b>Core books</b></p>	<p>5 little ducks - Child's play                  Dear zoo by Rod Campbell                  The smartest Giant in Town by JD                  by Eileen Brown</p> <p>Handa's hen</p>	<p>One mole digging a hole by Julia Donaldson                  The Three Billy Goats Gruff                  When Frank was 4 by Alison Lester</p> <p>5 little men in a flying saucer – Child's play</p>

<p><b>Understanding the World</b></p>	<p>Ongoing- Festivals and celebration of the world, community &amp; culture - Autumn, Harvest, Diwali, Birthdays, Bonfire Night, Chinese New Year.                  Weekly – environment small world linked to the core book.                  Using their senses in hands-on exploration of natural materials.                  Explore collections of materials with similar and/or different properties.                  Talk about what they see using a wide vocabulary.                  Begin to make sense of their own life-story and family's history.                  Explore how things work.                  Continue developing positive attitudes about the differences between people.                  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	
<p><b>Core Books</b></p>	<p>Ketchup on Your Cornflakes                  Titch                  Knuffle Bunny                  Shark in the Park                  Shark in the Park on a Windy Day                  We're going on a bear hunt                  Naughty Bus                  Down at the Station                  Dear Zoo                  Handa's Surprise</p>	<p>Platypus and the Birthday party                  The Diwali Story                  The Quiet Little Firework                  Shark in the Dark!                  Oh no! Shark in the Snow                  Goldy Luck and the Three Pandas                  Hanukkah Bear                  Lanterns and Firecrackers                  The Nativity Story</p>
<p><b>Visits / Visitors</b></p>	<p><b>CL and UW: Small groups in the school grounds, looking at the signs of Autumn</b></p>	<p><b>CL and L: Visit the local library</b>  <b>Reading: Visitor Book Start Workshop</b></p>
<p><b>Physical Development</b>                  Dev.M                  observation                  checkpoint B-3                  year olds.</p>	<p>Continuous provision- sand and water and construction. Outdoor                  Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run.                  Continuous Provision –different materials and tools to develop manipulation and control.                  Group activities in teams lead by teachers guiding children confidence to be more independent.                  Large and small motor skills–Daily- dressing and undressing, eating habits                      Weekly - fine motor skill activities -Finger Gym                      Weekly – large muscle movements - Busy Feet                  Continuous provision - Messy play/soft dough activities, painting &amp; chalking on vertical surfaces (easels and walls), waving flags and streamers.                  Continuous provision using one- handed tools, developing a comfortable tripod grip holding pens and pencils.</p>	
<p><b>Expressive Arts &amp; Design</b></p>	<p>Continuous provision- Junk Modelling.                  Continuous provision- Messy play/soft dough activities.                  Activities relating to the book of the week – painting, collating, drawing, sculpting.                  Weekly – rhyme of the week.                  Daily – rhyme time (sing a selection of tradition and modern nursery rhymes).                  Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape &amp; learning entire songs)  <b>Artist focus – Paul Klee (shape and colour).</b></p>	<p>Continuous provision- Junk Modelling.                  Continuous provision- Messy play/soft dough activities.                  Activities relating to the book of the week - painting, collating, drawing, sculpting.                  Weekly – rhyme of the week.                  Daily – rhyme time (sing a selection of tradition and modern nursery rhymes).                  Colour mixing and tints &amp; shades.                  Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape &amp; learning entire songs)                  Nativity Performance to Parents.  <b>Artist focus: Piet Mondrian (colour and shape)</b></p>
<p><b>Computing</b></p>	<p>Children engage in computing activities in all areas across the EYFS curriculum.                  Set up the routine-10-minute timer.                  Basic keyboard and mouse skills.</p>	

	Using the programmes-Busy Things, Poisson rouge, 2 paint a picture.	
<b>Music</b>	Singing nursery rhymes/clapping very basic rhythms on call and response/ listening to live music( visiting musicians once a half term and termly live concert) and recorded music (pop music and Christmas songs)	
<b>R.E</b>	Who am I?	Why is Christmas special?

## Nursery Curriculum Map

## Spring Term

<b>Topic:</b>		Traditional Tales						All Around Me				
<b>Role Play Areas</b>	Continuous provision- Imaginary Play - Shop (bakery, shoe shop), doctor surgery (inside) ( <a href="https://childrens.poetryarchive.org/explore/page/4/?form=241">https://childrens.poetryarchive.org/explore/page/4/?form=241</a> ) Continuous provision- Role play- Home corner, police station, fire station (outside)											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Topic Focus</b>  Woven throughout the term:	Farm Animals	Food that comes from the farm	Homes Materials and change		Making choices Conflict and resolution, teamwork		Water/ Boats	People who help us – School and wider community		Seasons and the Weather		Easter
<b>Core Books</b>	<b>The Little Red Hen</b>	<b>The Gingerbread Man</b>	<b>The Three Little Pigs</b>	<b>Goldilocks and the Three Bears</b>	<b>The Three Billy Goats Gruff</b>		<b>Who Sank the Boat? by Pamela Allen</b>	<b>Whatever Next by Jill Murphy</b>  <b>Non-fiction: Meet the planets by Caryl Hart</b>		<b>Rechenka's Eggs by Patricia Polacco</b>  <b>Tree: Seasons Come, Seasons Go by Patricia Hegarty</b>		<b>The Easter Story</b>
<b>Nursery Rhymes</b> BBC rhymes	Old Macdonald had a farm	I am the baker man	London Bridge is falling down	When Goldilocks went to the house of the bears	The goats came marching		The big ship sails on the alley alley oh	Zoom, Zoom Zoom	Hickory Dickory Dock	My Hat! By Tony Mitton	Mary, Mary quite contrary	Five currant buns
<b>Personal, Social and Emotional</b>  Dev.M observation checkpoint 3&4 year olds.	<p>Ongoing- classroom routines and boundaries – Supported with visuals of children demonstrating that rule/routine. Reward systems: sticky labels with comments written. Developing intimate care routines + key person and extended to other familiar adults. Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict. Continue with child self-registration. Activities to develop relationships, making friends, sharing and turn taking, dealing with conflict. Model Phrases “Can I have a turn? Or “My turn next.” Helping children develop positive attitudes towards diversity and inclusion. Ask questions and answer children straight forwardly about differences in skin colour, hair colour, gender, special needs and disabilities. Talking about their feelings using more elaborated ways like 'I'm happy because...', 'sad', 'angry' or 'worried because...' Support children to increase independence when selecting activities and resources. Cooking activities planned for relating to rhymes and book of the week. Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health.</p>											
<b>Communication and Language</b>	Ongoing- Speaking, listening and responding skills. Vocabulary linked to book of the week and topic. Children use speech sounds p, b, m,w. l/r/w/y f/th s/sh/ch/dz/j											

<p>Dev.M observation checkpoint 3&amp;4 year olds.</p>	<p>Introduce words of the week - displayed on vocabulary wall (text and picture). Children encouraged to use Multi-syllabic words such as 'banana' and 'computer'. Children learn words in context.                  Children develop conversation with teachers and peers. Children given at least 10 seconds processing time when responding to simple questions. 'who', 'what' and 'where' as appropriate.                  Dev.M observation checkpoint Birth to three year olds can the child use around 300 words, including descriptive language? Are they linking 5 words and using pronouns 'me', 'him', 'she'. Do they follow instructions with three key words?                  Ongoing-Puppets and small world relating to the core book of the week and topic.                  Role play areas inside (bakery, shoe shop, doctor's surgery) and outside (Home corner, police and fire station)                  Daily - days of the week and weather. Makaton practised for frequently used commands such as stop, no, yes, walk, run, sit down, stand up, finished and signs linked to the topic.                  Weekly rhyme of the week displayed and sung daily. Bank of rhymes kept in a folder for children to return to.                  Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read.                  Check understanding and explain new vocabulary when reading books.                  Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read.                  Children to be encouraged to feel confident to talk about what is happening in their environment and give their own ideas.</p>	
<p><b>Literacy –</b> Reading and Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<p>Class reading library with a selection of information, topic and choosing books.                  Selecting books and handling them with care.                  Core books &amp; Longer stories that introduce interesting new vocabulary. Core books displayed in class library.                  Daily - Adults reading to small groups and whole class (story times and at the end of the day).                  Throughout the day topic books being shared with children (books throughout the environment).                  Regular sharing of books and discussion of children's ideas and responses throughout the day.                  Use of books with just pictures to encourage conversations to develop understanding about what is happening.                  Understanding key concepts about print: print has meaning, print can have different purposes and we read English text from left to right and from top to bottom.                  Weekly home reading books.</p> <p>Phonics- environmental sounds, word reading (print carries meaning), rhyme, initial sounds, oral segmenting and blending</p> <p>Provide opportunities in the continuous provision for child initiated mark making activities e.g. clipboards outdoors, chalks for paving stones, boards and notepads in the home corner.                  Adult to act as scribe for description of mark making.                  Daily - writing the day and date (modelled writing)                  Choosing independent mark making activities each day linked to core book of the week.                  Children to use IT to mix marks.                  Children to trace their name.</p>	
<p><b>Mathematics</b></p>	<p>Daily - Maths songs. Number of the day, days of the week &amp; date, visual time table, times of the day &amp; sequence of the day.                  Fast recognition of up to 5 objects (subitising).                  Solve real world mathematical problems with numbers up to 5                  Recite numbers past 5.                  Counting objects with one number for each item (1:1 correspondence).                  Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).                  Link numerals and amounts.                  Begin to make recognisable symbols to represent numbers.                  Explore 2D &amp; 3D shapes circles, rectangles, triangles &amp; cubes using own notation and mathematical language.</p>	<p>Daily - Maths songs. Number of the day, days of the week &amp; date, visual time table, times of the day &amp; sequence of the day.                  Fast recognition of up to 5 objects (subitising).                  Solve real world mathematical problems with numbers up to 5                  Recite numbers past 5.                  Counting objects with one number for each item (1:1 correspondence).                  Link numerals and amounts showing the right number of objects to match the numeral.                  Begin to make recognisable symbols to represent numbers.                  Compare quantities using 'more than', 'fewer than'.                  Explore 2D &amp; 3D shapes circles, rectangles, triangles, cubes and cuboids using mathematical language 'sides', 'corners'; 'straight flat &amp; round.</p>

	<p>Make comparisons between objects relating to size, length &amp; weight. Talk about, identify and arrange patterns. Use spatial words in play 'in', 'on', 'under', 'up' and 'down'. Continuous provision- sand, water and construction. Cooking activities linked to Core books.</p>	<p>Make comparisons between objects relating to size, length &amp; weight Talk about, identify and arrange patterns. Select shapes appropriately i.e. a triangular prism for a roof. Describe a familiar route using spatial words 'besides' and 'between'. Continuous provision- sand, water and construction. Cooking activities linked to core books.</p>
<b>Core books</b>	<p>1,2,3 to the zoo by Eric Carle 5 little ducks went swimming one day Biscuit Bear bears Duck in the Truck Kippers Toy box</p> <p>Anno's counting book Goldilocks and the three</p>	<p>Jack and the beanstalk Anno's counting book The doorbell rang I spy numbers Where's my teddy?</p>
<b>Understanding the World</b>	<p>Ongoing- Festivals and celebration of the world, community &amp; culture- Winter, Spring, Chinese New Year, Valentine's Day, Mothering Sunday &amp; Easter. Ongoing – Vocabulary and language focus linked to core books and children's child initiated explorations. Weekly – environment small world linked to the core book. Using their senses in hands-on exploration of natural materials. Explore natural materials indoor and outdoor of materials with similar and/or different textures. Talk about what they see using a wide vocabulary. Begin to make connections between features of their family history and other peoples family history. Visits to develop children's understanding of different occupations. Explore how things work using mechanical equipment. Continuous provision – Planting, growing seeds and caring for the natural environment. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. A diverse range of props readily available for children to explore.</p>	
<b>Core Books</b>	<p><b>In every house on every street by Jess Hichman</b> <b>Let's build a house by Mick Manning</b> <b>Rosie's Walk by Pat Hutchins</b> <b>You Choose by Nick Sharratt</b> <b>The Little Red Hen</b> <b>The Gingerbread Man</b> <b>The Three Little Pigs</b> <b>Goldilocks and the Three Bears</b> <b>The Three Billy Goats Gruff</b></p>	<p><b>The Growing Story by Ruth Krauss</b> <b>National geographic: Weather</b> <b>People who help us series by Rebecca Hunter</b> <b>Acorn Bear</b> <b>The busy body book by Lizzie Rockwell</b> <b>Who Sank the Boat? by Pamela Allen</b> <b>Whatever Next by Jill Murphy</b> <b>The Gruffalo by Julia Donaldson</b> <b>Rechenka's Eggs by Patricia Polacco</b> <b>Tree: Seasons Come, Seasons Go by Patricia Hegarty</b> <b>The Easter Story</b></p>
<b>Visits / Visitors</b>	<p><b>Computing: Visitor from Camden Learning Centre (CLC)</b> <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a></p>	

<p><b>Physical Development</b></p> <p>Dev.M observation checkpoint 3&amp;4 year olds.</p>	<p>Continuous provision- sand and water and construction. Outdoor Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run.</p> <p>Continuous Provision –different materials and tools to develop manipulation and control. Group activities in teams lead by teachers but increasing being led by themselves.</p> <p>Large and small motor skills–Daily- dressing and undressing, eating habits</p> <p>Weekly - fine motor skill activities (Finger Gym). Weekly – large muscle movements -Busy Feet</p> <p>Continuous provision - Messy play/soft dough activities, painting &amp; chalking on vertical surfaces (easels and walls), waving flags and streamers. Continuous provision using one- handed tools, developing a comfortable tripod grip holding pens and pencils.</p>	
<p><b>Expressive Arts &amp; Design</b></p>	<p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods.</p> <p>Continuous provision- Messy play/soft dough activities.</p> <p>Continuous provision-Pretend play using objects to represent something else.</p> <p>Continuous provision-Flexible open-ended resources for children’s imaginative play.</p> <p>Focus: Drawing skills – detailing body parts, emotions happy/sad</p> <p>Daily- Action Songs &amp; expression relating to topic.</p> <p>Weekly-Music skill sessions (Music Express)</p> <p>Explore a range of sound makers and instruments learning to play them in different ways.</p> <p>Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape &amp; learning entire songs)</p> <p>Activities relating to rhymes and core books - – painting, collating, drawing, sculpting.</p> <p>Weekly – rhyme of the week</p> <p>Daily – rhyme time (sing a selection of tradition and modern nursery rhymes)</p> <p><b>Artist focus - Wassily Kandinsky (colour mixing, line and shape.)</b></p>	<p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods.</p> <p>Continuous provision- Messy play/soft dough activities.</p> <p>Continuous provision-Pretend play using objects to represent something else.</p> <p>Continuous provision-Flexible open-ended resources for children’s imaginative play.</p> <p>Focus: Painting skills –colour mixing</p> <p>Daily- Action Songs Action Songs &amp; expression relating to topic.</p> <p>Weekly-Music skill sessions (Music Express)</p> <p>Explore a range of sound makers and instruments learning to play them in different ways.</p> <p>Weekly-Singing session –Music teacher (listening to sound, pitch, tone, melody, melodic shape &amp; learning entire songs)</p> <p>Activities relating to rhymes and core books - – painting, collating, drawing, sculpting.</p> <p>Weekly – rhyme of the week</p> <p>Daily – rhyme time (sing a selection of tradition and modern nursery rhymes)</p> <p><b>Artist focus: Claude Monet (flowers)</b></p>
<p><b>Computing</b></p>	<p>Children engage in computing activities in all areas across the EYFS curriculum.</p> <p>Basic keyboard and mouse skills. Programmable toys. Using the programmes- Espresso and Simple City.</p>	
<p><b>Music</b></p>	<p>Singing 2 songs with actions and pitching with a range of minimum 3 notes up and down/ listening to great composers (Mozart) and live music (visiting musicians once a half term) and recorded music (pop). Playing, creating and exploring sounds using tuned instruments( keyboards, xylophones and glockenspiels)</p>	
<p><b>R.E.</b></p>	<p>What makes us special?</p>	<p>How do people celebrate Easter?</p>

## Nursery Curriculum Map Summer Term

	Topic: Tell Me a Story						Living Things					
<b>Role Play Areas</b>	Continuous provision- Imaginary Play - (inside) Fruit and vegetable shop, vet, ice cream shop ( <a href="https://childrens.poetryarchive.org/explore/page/4/?form=241">https://childrens.poetryarchive.org/explore/page/4/?form=241</a> ) Continuous provision- Role play- Garden Centre + Cafe (outside)											
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>
<b>Topic Focus</b>	Growing Plants (focus-fruit&vegetables)	Where does our food come from?	Life cycles – What animals lay eggs? Living Caterpillars		Minibeasts	Habitats and food chains	Day and Night	Duck/chicken life cycles (care for living things) Living eggs		Animals on Land	Animals in the sea	Dinosaurs
<b>Literacy Core Books</b>	Jasper's beanstalk  + Non Fiction	Oliver's Vegetables  Oliver's Fruit Salad  + Non Fiction	The Very Hungry Caterpillar by Eric Carle  +Non-fiction		Aaaarrgghh Spider!  The Very Busy Spider  +Non-fiction National geographic: Minibeasts	Hungry Harry (Frogs)  +Non-fiction	Owl Babies  Above and Below (Harriet Evans)  +Non-fiction	The Ugly Duckling/Dora's Eggs  +Non-fiction  Chickens Aren't the Only Ones  The Odd Egg		Leopard's Drum  +Non-fiction	Clumsy Crab  +Non-fiction	Harry and the Dinosaurs  How to grow a dinosaur  +Non-fiction
<b>Nursery Rhymes</b> BBC rhymes	Ring a Ring of Roses	Wiggly woo	There's a tiny caterpillar on a leaf	Splish, splash, splosh by James Carter	Incy wincy spider	Five little speckled frogs	Day and Night by Eric Carle	Five Little Ducks	Look at the sneaky crocodile	Down in the Jungle	One, two, three, four, five	Five Little Dinosaurs
<b>Personal, Social and Emotional</b>  Dev.M observation checkpoint 3&4 year olds.	Ongoing- classroom routines and boundaries – Supported with visuals of children demonstrating that rule/routine. Children independently remember rules. Reward systems: sticky labels with comments written Developing intimate care routines + key person and extended to other familiar + unfamiliar adults. Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict. Continue with child self-registration, children have responsible classroom roles. Activities to develop relationships, friendship, sharing and turn taking, understanding others feel, dealing with conflict. Model Phrases "Can I have a turn? Or "My turn next." Helping children develop positive attitudes towards diversity and inclusion. Ask questions and answer children straight forwardly about differences in skin colour, hair colour, gender, special needs and disabilities. In small groups children encouraged to safely explore emotions beyond their normal range such as the feeling fear or relief.											

		Support children to demonstrate growth in independence when selecting a wider range of activities and resources to achieve a goal. Resisting helping as appropriate, rather opting to supervise & guide. Cooking activities planned for relating to rhymes and book of the week. Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health. Dev. Matters observation checklist Birth-3/ 3&4 year olds.
<b>Communication and Language</b>  Dev.M observation checkpoint 3&4 year olds.		Ongoing- Speaking, listening and responding skills. Vocabulary linked to core book of the week and topic. Children use speech sounds p, b, m, w, l/r/w/y f/th s/sh/ch/dz/j. Say multi- syllabic words – ‘hippopotamus’ or ‘pterodactyl’. Introduce words of the week - displayed on vocabulary wall (text and picture). Children encouraged to use words in context. Children start conversations with teachers and peers. Express an opinion. Use pronouns ‘me’, ‘him’, ‘she’, plurals & prepositions ‘in’, ‘on’, ‘under’. Children given at least 10 seconds processing time when responding to simple questions. ‘who’, ‘what’, ‘where’ and ‘why’ as appropriate. Ongoing-Supporting children to understand two part questions & instructions. Dev.M observation checkpoint 3&4 year olds can the child speak in a sentence using four to six words? Are sentences joined with because, or? Do they use the past tense? For example: ‘I went...’ Ongoing-Puppets and small world relating to the core book of the week and topic. Role play areas inside (shops and vet) and outside (cafe and garden) Daily - days of the week and weather. Makaton practised for days of the week, weather, colours, and signs linked to the topic. Weekly rhyme of the week displayed and sung daily. Bank of rhymes kept in a folder for children to return to. Daily talk to extend children’s vocabulary and explaining unfamiliar words and concepts from the books that they read. Check understanding and explain new vocabulary when reading books. Daily celebration, children talk about the marks they make. Children to be encouraged to feel confident to talk about what is happening in their environment and give their own ideas.
<b>Literacy – Reading and Comprehension</b>  Word Reading  Writing		Class reading library with a selection of information, topic and choosing books. Selecting books and handling them with care. Core books & Longer stories that introduce interesting new vocabulary. Core books displayed in class library. Daily - Adults reading to small groups and whole class (story times and at the end of the day). Throughout the day topic books being shared with children (books throughout the environment). Regular sharing of books and discussion of children’s ideas and responses throughout the day. Adults and children tell long stories to each other based on familiar books. Use of books with just pictures to encourage extended conversations to develop understanding about what is happening. Understanding key concepts about print: print has meaning and how it is read, the idea of a word, spaces before and after words, sentences - full stops and capitals. Weekly home reading books.  Phonics- sound discrimination and initial sounds. Rhyme, syllables, words with the same initial sounds & word reading  Provide opportunities in the continuous provision for child initiated mark making activities e.g. wipe boards, black boards, clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Adult to act as scribe for description of mark making. Daily- fine motor activities, handwriting activities. Free drawing & writing on their pictures using some letter knowledge. Daily - writing the day and date (modelled writing) Children write their name on their work or adult writes the name of the child in yellow and child traces over it. Choosing independent mark making activities each day linked to core book of the week. Children to use IT to mix marks. Daily celebration of children’s writing from the writing basket. Class books created from visits.
<b>Mathematics</b>	Daily - Maths songs. Calculating the number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Maths vocabulary and visuals displayed. Fast recognition of up to 5 objects (subitising).	Daily - Maths songs. Calculating the number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Fast recognition of up to 5 objects (subitising). Maths vocabulary and visuals displayed

	<p>Solve real world mathematical problems with numbers up to 5                  Recite numbers past 5.                  Counting objects with one number for each item (1:1 correspondence). Changes in amount which involve hiding.                  Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).                  Compare quantities using 'more than', 'fewer than'.                  Link numerals and amounts.                  Begin to make recognizable symbols to represent numbers.                  Explore 2D &amp; 3D shapes circles, rectangles, triangles &amp; cubes using mathematical language to about properties, sharp corner, pointy, curvy.                  Make comparisons between objects relating to size, length &amp; weight.                  Talk about, extend and create patterns.                  Understand position through words alone for example 'off a path', 'down a drain.'                  Stories read which involve journeys linked + children's experiences for Chn to describe a familiar route.                  Continuous provision- sand, water and construction.                  Cooking activities linked to Core books.</p>		<p>Simple mathematical challenges set in small groups with numbers up to 5 and past                  Recite numbers past 5.                  Counting objects with one number for each item (1:1 correspondence).                  Changes in amount which involve hiding.                  Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).                  Compare quantities using 'more than', 'fewer than'.                  Link numerals and amounts.                  Begin to make recognizable symbols to represent numbers.                  Explore 2D &amp; 3D shapes circles, rectangles, triangles &amp; cubes using mathematical language to about properties, sharp corner, pointy, curvy.                  Make comparisons between objects relating to size, length, weight &amp; capacity                  Talk about, extend and create patterns. Correct an error in a repeating pattern.                  Understand position through words alone for example 'off a path', 'down a drain.'                  Stories read which involve journeys linked + children's experiences for Chn to discuss routes and locations using positional language.                  Continuous provision- sand, water and construction.                  Cooking activities linked to Core books.</p>
<p><b>Core books</b></p>	<p>Kippers Toy box                      Room on the broom                  We're going on a bear hunt      Shark in the park                  Rosie's walk                              The Gruffalo</p>		<p>The Very Hungry Caterpillar      We're going on a bear hunt                  I spy numbers                  How do dinosaurs count to 10?      What the ladybird heard?</p>
<p><b>Understanding the World</b></p>	<p>Ongoing- Festivals and celebration of the world, community &amp; culture- Summer, Birthdays, Ramadan, 'Eid.                  Ongoing – Vocabulary and language focus linked to core books and children's child initiated explorations.                  Continuous provision – sand water and construction                  Weekly – environment small world linked to the core book.  <b>Butterfly life cycles (order caterpillars from Insect Lore)</b>  <b>Duck or chicken life cycles (order eggs from Incredible Eggs)</b>                  Using their senses in hands-on exploration of natural materials.                  Explore &amp; compare natural materials indoor and outdoor of materials with similar and/or different textures and properties.                  Talk about what they see using a wide vocabulary.                  Begin to make connections between features of their family history and other peoples family history.                  Visits to develop children's understanding of different occupations. Opportunities to challenge stereotypes as appropriate                  Explore how things work using mechanical equipment drawing children's attention to forces.                  Continuous provision – Planting, growing seeds and caring for the natural environment. Praise given to children showing care and respect for living things in the natural environment.                  Children taught in small groups the key features of animal &amp; plant life cycles.                  Continue developing positive attitudes about the differences between people.                  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. A diverse range of props, puppets, books &amp; artefacts readily available for children to explore. Display area for children to add to. Children &amp; parents encouraged to participate in 'show &amp; tell'.</p>		
<p><b>Core Books</b></p>	<p><b>The Very Hungry Caterpillar</b>  <b>Minibeast non-fiction texts</b>  <b>Life cycle non-fiction texts</b></p>		<p><b>By day and by night Eric Carle</b>  <b>Good Day, Good Night by Margaret Wise brown</b>  <b>National Geographic: Day &amp;Night</b></p>

	<b>Chickens Aren't the Only Ones</b>		<b>Duck/chicken life cycle non-fiction texts</b>
<b>Visits / Visitors</b>	<b>Computing: Visit to the Camden Learning Centre (CLC)</b> <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a>		<b>CL and UW Visit to Kentish Town City Farm</b> <a href="https://kcityfarm.org.uk/">https://kcityfarm.org.uk/</a> <b>OR</b> <b>Kensington Garden Allotments</b> <a href="https://operationfarm.org.uk/hyde-park-community-allotment">https://operationfarm.org.uk/hyde-park-community-allotment</a>
<b>Physical Development</b>  Dev.Matters observation check point 3&4 year olds	<p>Continuous provision- sand and water and construction. Outdoor Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Riding scooters, trikes and bikes. Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run. Continuous Provision –different materials and tools to develop manipulation and control. Group activities in teams lead by teachers but increasing being led by themselves. Areas for performance: Children taught to remember sequences and patterns of movement. Large and small motor skills–Daily- dressing and undressing, eating habits. Supporting children to be increasingly independent in making healthy choices. Weekly - fine motor skill activities (Finger Gym). Weekly – large muscle movements – Busy Feet Continuous provision - Messy play/soft dough activities, painting &amp; chalking on vertical surfaces (easels and walls), waving flags and streamers.  Continuous provision using one- handed tools, dominant hand, developing a comfortable tripod grip holding pens and pencils.</p>		
<b>Expressive Arts &amp; Design</b>	<p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods to express ideas. Use of more complex construction kits. Continuous provision- Messy play/soft dough activities, using their imagination. Continuous provision-Pretend play using objects to represent something else. Continuous provision-Flexible open-ended resources for children's imaginative play. Focus: Sustained Drawing skills – detailing body parts, range of emotions and movement. Daily- Action Songs &amp; expression relating to topic. Weekly-Music skill sessions (Music Express) Explore a range of sound makers and instruments learning to improvise &amp; play with control to express their ideas. Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape &amp; learning entire songs) Performance to music. Chn learn simple sequence. Activities relating to rhymes and core books - - painting, collating, drawing, sculpting. Weekly – rhyme of the week. Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). <b>Artist focus: Giuseppe Arcimboldo (Fruit and vegetable pictures)</b></p>		<p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods to express ideas. Use of more complex construction kits. Continuous provision- Messy play/soft dough activities using their imagination. Continuous provision-Pretend play using objects to represent something else. Continuous provision-Flexible open-ended resources for children's imaginative play. Focus: Features of artists work across times and cultures Daily- Action Songs Action Songs &amp; expression relating to topic. Weekly-Music skill sessions (Music Express) Explore a range of sound makers and instruments learning to improvise &amp; play with control to express their ideas. Weekly-Singing session –Music teacher (listening to sound, pitch, tone, melody, melodic shape &amp; learning entire songs) Performance to music. Chn learn simple sequence. Activities relating to rhymes and core books - - painting, collating, drawing, sculpting. Weekly – rhyme of the week. Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). <b>Artist focus: Vincent Van Gogh (Day and night + sunflowers)</b></p>
<b>Computing</b>	<p>Children engage in computing activities in all areas across the EYFS curriculum. Focus: Basic keyboard and mouse skills. Programmable toys. Using the programs- Purple Mash, PB Bears, Espresso.</p>		
<b>Music</b>	<p>Singing songs from around the world. Playing, creating and exploring music using untuned percussion Instruments–Djembe/drum/tambourine. Listening to a range of live music (visiting musicians once a half term and termly live music). Listening to recorded music (world music/ African Music)</p>		

<b>R.E.</b>	What are the special places and people in our community?	What objects and clothes are special to some people and why?
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## YR Curriculum Map Autumn Term

Topic	Ourselves							Celebrations & Festivals				
<b>Role Play Area</b>	Inside – The Doctors Surgery Outside – The Home							Inside – Christmas Market Outside – The Home Additional Theme: Nativity Scene				
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week10</b>	<b>Week 11</b>	<b>Week 12</b>
<b>Topic Focus</b>	My unique child Parent Meeting	This is me	Senses	Growing up / The family tree Photos	Familiar buildings in my community People who help us in our community	Healthy diet, exercise and oral health	Whole School Project Week	Bonfire Night Guy Fawkes	Birthdays		Diwali	Christmas
<b>Literacy Core Books</b>	My unique child Parent Meeting	Starting school Owl Babies	My 5 Senses	Once there were giants.	Let's build a house!  Non-fiction Books	Non-Fiction books Funny bones		Fire-works poems & rhymes	2 Week Block Main text: Kipper's birthday KB Include Non-fiction List writing		Rama and Sita The story of Diwali	The Nativity story and other Christmas stories
<b>Reading &amp; Comprehension</b>	Speaking and listening focus. DfE Baseline Assessment of children upon entry LW Entry assessment			Children recognising their names Phase 2 Graphemes (Little Wandle Letters and Sounds Revised). Assess on week 7. Begin Reading Practice in groups daily. Book of the day – Chosen by the children, read by the Teacher (displayed in the class library) Story Sack of the week Homework- Children take home a sharing book Core books displayed in the class library.				Phase 2 Graphemes (Little Wandle Letters and Sounds Revised) Reading Practice – everyday 5 groups reading with 5 adults. Reading Practice – Children's books changed once a week and taken home daily. Begin Guided writing in groups daily Begin to know sounds to read, make and write CVC words. Homework- Children take home 1 sharing book 1 LW book.				
<b>Word reading (Phonics)</b>												
<b>Nursery Rhymes</b> <a href="http://www.wordsforlife.org.uk/songs">www.wordsforlife.org.uk/songs</a>  <a href="https://childrens.poetryarchive.org/explore/page/4/?form=241">https://childrens.poetryarchive.org/explore/page/4/?form=241</a>	Heads, shoulders, knees and toes	My hat by Tony Mitton	Jack and Jill	Humpty Dumpty	Growing by Tony Mitton	10 little monkeys jumping on the bed		Bubbles by James carter	Ten green bottles	Sing a song of sixpence	Twinkle twinkle little star	Christmas songs
<b>Poetry recital</b>	Humpty Dumpty (traditional)											
<b>Personal, Social and Emotional</b>	Golden Rules and learning the rules in the school and classroom.  Time tabled routines to promote overall health & wellbeing.			Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work.				Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work. Self-Regulation- Self-help skills				
Dev. Matters												

<p>Observation checkpoint 3&amp;4 year Children olds</p>	<p>Children supported at lunchtimes to support eating &amp; healthy choices.</p>	<p>Continue learning about and reinforcing the golden rules. Rewarding children: White sticky labels with a comment of what a child has achieved, smile chart, special mentions, head teacher's awards. Activities to develop relationships/making friends/dealing with conflict/sharing.</p>	<p>High expectations for children following instructions, smile-chart, special mentions, head teacher's awards. Building and sustaining constructive &amp; respectful relationships Dealing with conflict &amp; sharing. Time tabled routines to promote overall health &amp; wellbeing.</p>
<p><b>Writing</b></p>	<p>Speaking and listening focus. Dfe Baseline Assessment</p>	<p>Fine motor skills and Pencil grip Children independently writing their names Mark making and emergent writing relating to the focus book of the week. Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing Independent activities each day linked to the core books of the week. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children's independent writing at the end of each day</p>	<p>Fine motor skills and Pencil grip Alphabet and letter formation. Children independently writing their names Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing/Independent activities each day linked to core books of the week. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children's independent writing at the end of each day</p>
<p><b>Communication and language</b></p>	<p>Dev. Matters CL&amp;U Observation checkpoint 3&amp;4 year Children olds</p>	<p>Children taught how to listen Teachers Promote and model active listening. Develop social phrases Good morning, Good afternoon etc. New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. New vocabulary used repeatedly throughout the day. Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals, use of connectives. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction&amp; Non-fiction to each other and others from the class library. Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories. Core books displayed in the class library.</p>	<p>Children taught how to listen Teachers Promote and model active listening. New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. New vocabulary used repeatedly throughout the day. Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals, use of connectives. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction&amp; Non-fiction to each other and others from the class library.  Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories. Core books displayed in the class library.</p>

<p><b>Mathematics White Rose Maths</b></p>	<p>Baseline assessment Settling in, introducing areas of provision.</p> <p>Number: Counting objects, actions and sounds.</p>	<p>Positional language: Class routines, exploring where things belong</p>	<p>Number: Match and Sort and compare Amounts.</p>	<p>Number: Match and Sort and compare Amounts subitise</p>	<p>Measures: shape and spatial thinking: Compare size, Mass &amp; capacity Exploring Pattern</p>		<p>Number: Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3</p> <p>Linking symbol with its cardinal number value Recording quantities dots tallies etc.</p>	<p>Measures: shape and spatial thinking: Circles triangles and positional language.</p>	<p>Number: Representing numbers to 5 One more and less Recording quantities dots tallies, no's etc.</p>	<p>Measures: shape and spatial thinking: Shapes with 4 sides Time</p>
<p>Core Maths books</p>		<p>Dear zoo Jez Alborough</p>	<p>The button box</p>	<p>Frog and toad a lost button by Arnold Lobel</p>	<p>A new house for Mouse by Petr Horacek</p>		<p>Duck in the truck by Jez Alborough</p> <p>Seaweed soup by Stewart J Murphy</p>	<p>Where's my teddy? By Jez Alborough</p>	<p>Monkey Puzzle Julia Donaldson KB</p>	<p>Bear in the Cave by Michael Rosen</p>
<p><b>Understanding the World</b></p>	<p>Daily Weather Chart -Days of the week, date, year &amp; season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located, local walks. Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Sensory Explorations touch, sight, smell, taste &amp; sound Collins snap science Investigation: What am I made of? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.</p>						<p>Daily Weather Chart -Days of the week, date, year &amp; season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Children familiarise themselves with the name of road, town the school is located aerial view &amp; maps Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Food Cooking for a Celebration Collins snap science investigation: Which hat is best to wear today? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.</p>			
<p><b>Understanding the World Core Books</b></p>	<p>Resource: Snap Science Collins Teaching Framework Foundation Can I Build Another Me? Shinsuke Yoshitake Once there were Giants. Martin Waddell My Five Senses. Alikei My Family Tree. Zoe Clarke Anne Wilson What If We Were All The Same! C.M. Harris What I Like About Me! Allia Zobel Nolan</p>						<p>Resource: Snap Science Collins Teaching Framework Foundation Bonfire Night. Katie Dicker Celebrate Diwali. National Geographic Scholastic The Story of Rana and Sita. Malachy Doyle The Night Before my Birthday. Natasha Wing Platypus and the Birthday Party. Chris Riddell Lanterns and Firecrackers: A Chinese New Year Story. Johnny Zucker and Jan Barger Cohen The Very First Christmas. Louie Stowell Celebrate Christmas National Geographic Scholastic</p>			
<p><b>Visits / Visitors</b></p>	<p><b>Reading and Writing: Visit to the Local Library</b> <b>Visit from the School Nurse –Visit hygiene &amp; oral health</b></p>						<p><b>Understanding the World: V&amp;A Museum of Childhood</b> <a href="https://www.vam.ac/uk">https://www.vam.ac/uk</a></p> <p><b>Christmas Pantomime visits the school</b></p>			

<p><b>Physical Development</b></p>	<p>Dev. Matters Observation checkpoint 3&amp;4 year Children olds</p>		<p>Gymnastics Unit 1 (The PE Hub lesson plans – Physical Literacy Unit 1 <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a>) Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.</p>				<p>Dance Unit 1 ((The PE Hub lesson plans – www.thepehub.co.uk) Inc. preparation for Nativity - learn star dance Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practise physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.</p>									
<p><b>Expressive Arts &amp; Design</b></p>	<p>Developing drawing skills Self-Portraits Music</p>											<p>Developing painting skills Collins snap science investigation: What happens when you mix it? Music</p>				
<p><b>Computing</b></p>	<p>Continuous provision - Children use technology to explore, enhance, solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.</p> <p>Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP</p> <p>A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and Beebots. Role-play areas reflect current topic and include suitable electronic devices as appropriate.</p> <p>Programs &amp; Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic</p>											<p>Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.</p> <p>Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP</p> <p>A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and Beebots. Role-play areas reflect current topic and include suitable electronic devices as appropriate. Navigating using Espresso and other programs</p> <p>Vocabulary - Positional Language</p> <p>Programs &amp; Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic</p>				
<p><b>R.E</b></p>	<p>Who made the world wonderful and why?</p>											<p>Why is Christmas special for Christians?</p>				
<p><b>Music</b></p>	<p><b>Unit 1 Pulse</b> To understand pulse</p>	<p>Creating simple patterns</p>	<p>Understanding how sound is represented by symbols</p>	<p>Physicalising pulse in different ways</p>	<p>Maintaining pulse and identifying strong beats</p>	<p>Identifying tempo</p>	<p><b>Unit 2 Timbre</b> Different ways to use your voice</p>	<p>Different ways to use your body</p>	<p>High and low sounds</p>	<p>Loud and quiet sounds</p>	<p>Instruments of the orchestra</p>					

## YR Curriculum Map Spring Term

Topic	Underwater						Week 7	Growing				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 8	Week 9	Week 10	Week 11	Week 12
<b>Topic Focus</b>	Water	Underwater environments	Large underwater creatures	Sea creatures	Small underwater creatures	Pond/ river	Whole School Project Week	Parts of a plant What plants need to grow	Growing our own plants	Fruit and Vegetables	Easter Flowers through the seasons	
<b>Role Play Area</b>	Inside – Aquarium / Rock pool Outside – Home Additional Theme: The North Pole /The Riverboat							Inside – Jack and the Beanstalk House / Castle Outside – Home Additional Theme: The Garden Centre / Flower shop				
<b>Literacy Reading &amp; Comprehension</b>	Poems & Rhymes Water National Geographic Non-Fiction texts	The coral Kingdom	2 Week Block Main text: The Rainbow Fish / Tiddler		Tadpoles promise 2 week block	Handa's Surprise		From seed to plant and Jasper's beanstalk	The Tiny Seed		The secrets of the vegetable garden and Handa's Surprise	The Easter story Plants amazing Science Planting a rainbow
<b>Reading</b>	Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression							Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression				
<b>Word reading (Phonics)</b>	Phonics: Phase 3 Graphemes (Little Wandle Letters and Sounds Revised)  Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily. Core books displayed in the class library.							Phonics: Phase 3 Graphemes (Little Wandle Letters and Sounds Revised) Read simple sentences, multisyllabic words & some common exception words.  Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily.				
<b>Nursery Rhymes</b> <a href="http://www.wordsforlife.org.uk/songs">www.wordsforlife.org.uk/songs</a>  <a href="https://childrens.poetryarchive.org/explore/page/4/?form=241">https://childrens.poetryarchive.org/explore/page/4/?form=241</a>	A sailor went to sea sea sea	Inside a shell by John Foster	One, two, three, four, five	Five little ducks	Five little speckled frogs	The Queen of Hearts	Five currant buns	It's raining, it's pouring	Ring a ring o' roses	Mary had a Little Lamb	There's a tiny caterpillar on a leaf	
<b>Poetry recital</b>	Little Miss Muffet (traditional)											

<p><b>Personal, Social and Emotional</b></p>	<p>Golden Rules and learning the rules in the school and classroom.</p> <p>Time tabled routines to promote overall health &amp; wellbeing.</p> <p>Children supported at lunchtimes to support eating &amp; healthy choices.</p> <p>Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work.</p> <p>Continue learning about and reinforcing the golden rules.</p> <p>Rewarding children: White sticky labels with a comment of what a child has achieved, smile chart, special mentions, head teacher's awards.</p> <p>Activities to develop relationships/making friends/dealing with conflict/sharing.</p>		<p>Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work.</p> <p>Self-Regulation- Self-help skills using Zones of Regulation</p> <p>High expectations for children following instructions, smile-chart, special mentions, head teacher's awards.</p> <p>Building and sustaining constructive &amp; respectful relationships</p> <p>Dealing with conflict &amp; sharing.</p> <p>Time tabled routines to promote overall health &amp; wellbeing.</p>							
<p><b>Writing</b></p>	<p>Speaking and listening focus.</p> <p>Fine motor skills and Pencil grip</p> <p>Children independently writing their names</p> <p>Mark making and emergent writing relating to the focus book of the week.</p> <p>Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week.</p> <p>Choosing Independent activities each day linked to the core books of the week.</p> <p>Child initiated activity in The Hub – supports writing for a purpose.</p> <p>Celebration of children's independent writing at the end of each day</p>		<p>Fine motor skills and Pencil grip</p> <p>Alphabet and letter formation.</p> <p>Children independently writing their names</p> <p>Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week.</p> <p>Choosing/Independent activities each day linked to core books of the week.</p> <p>Child initiated activity in The Hub – supports writing for a purpose.</p> <p>Celebration of children's independent writing at the end of each day</p>							
<p><b>Communication and language</b></p>	<p>Teachers continue to Promote and model active listening.</p> <p>Develop social phrases Good morning, Good afternoon etc.</p> <p>New vocabulary introduced via objects, pictures and photographs</p> <p>Vocabulary wall showing previously used vocabulary and reviewed in contexts.</p> <p>New vocabulary used repeatedly throughout the day.</p> <p>Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters.</p> <p>Teachers ask open questions</p> <p>Children have opportunities throughout the day to read and share books fiction&amp; Non-fiction to each other and others from the class library.</p> <p>Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories.</p> <p>Core books displayed in the class library.</p>		<p>Teachers continue to Promote and model active listening</p> <p>New vocabulary introduced via objects, pictures and photographs</p> <p>Vocabulary wall showing previously used vocabulary and reviewed in contexts.</p> <p>New vocabulary used repeatedly throughout the day.</p> <p>Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals.</p> <p>Teachers ask open questions</p> <p>Children have opportunities throughout the day to read and share books fiction&amp; Non-fiction to each other and others from the class library.</p> <p>Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories.</p> <p>Core books displayed in the class library.</p>							
<p><b>Mathematics White Rose Maths</b></p>	<p>Number: Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4&amp;5</p>	<p>Measures: shape and spatial thinking: Compare Mass Compare capacity</p>	<p>Number: 6,7&amp;8</p> <p>Making Pairs</p> <p>Combinig 2 groups</p>	<p>Number 6,7&amp;8</p> <p>Making Pairs</p> <p>Combinig 2 groups</p>	<p>Measures: shape and spatial thinking: Length</p>	<p>Number: 9&amp;10</p> <p>Linking symbol with its cardinal number value</p> <p>Recording quantities dots tallies etc.</p>	<p>Measures: shape and spatial thinking: height and time.</p>	<p>Number: Comparing numbers to 10. One more and less</p> <p>Recording quantities dots</p>	<p>Number: Bonds to 10</p>	<p>3D shape pattern</p>

								tallies, no's etc			
Core Maths books		Room on the broom by Julia Donaldson Who sank the boat? By Pamela Allen	None the number	Frog and toad a lost button by Arnold Lobel	The enormous crocodile		I spy numbers Jean Marzello	The blue balloon by Mick Inkpen	None the number	Frog and toad a lost button by Arnold Lobel	A beach for Albert
<b>Understanding the World</b>	<p>Daily Weather Chart -Days of the week, date, year &amp; season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located, local walks. Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Sensory Explorations touch, sight, smell, taste &amp; sound Collins snap science Investigation: What am I made of? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Children &amp; parents encouraged to participate in 'show &amp; tell'</p>										
<b>Understanding the World Core Texts</b>	<p>Resource: Snap Science Collins Teaching Framework Foundation Water National Geographic Kids Book of Nature Poetry. National Geographic Here We Are. Oliver Jeffers The Coral Kingdom. Laura Knowles Jennie Webber Ocean Animals Collection. National Geographic Amazing Giant Sea Creatures DK Ocean A Childrens' Encyclopedia DK SEA. Britta Teckentrup</p>										
<b>Visits / Visitors</b>	<p><b>UW and CL: Visit to The London Aquarium Sea Life</b> <a href="https://www.visitsealife.com/london/">https://www.visitsealife.com/london/</a></p> <p><b>Computing: Visitor from Camden Learning Centre (CLC)</b> <a href="https://camdenlearning.org.uk/school-improvement/camden-learning-centre/">https://camdenlearning.org.uk/school-improvement/camden-learning-centre/</a></p>										
<b>Physical Development</b>	<p>Gymnastics Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 2 Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.</p>										
	<p>Daily Weather Chart -Days of the week, date, year &amp; season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located aerial view &amp; maps Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Food Cooking for a Celebration Collins snap science investigation: Which hat is best to wear today? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Children &amp; parents encouraged to participate in 'show &amp; tell'</p>										
	<p>Resource: Snap Science Collins Teaching Framework Foundation Once there were Giants. Martin Wadell Seed to Plant. National Geographic Kids Plants. National Geographic Kids How a Seed Grows. Helene J. Jordan Handa's Surprise. Eileen Browne Oliver's Fruit Salad. Vivianne French and Alison Bartlett Eating the Alphabet. Lois Ehert Planting a Rainbow. Lois Ehert From Seed to Plant. Gail Gibbons The Tiny Seed. Eric Carle Tree. Britta Teckentrup Van Gogh and the Post-Impressionists for Kids. Carol Sabbeth Camille and the Sunflowers. Laurence and Anholt</p>										
	<p><b>Choose from:</b> <b>The garden centre</b> <a href="http://www.camdengardencentre.co.uk/">http://www.camdengardencentre.co.uk/</a> <b>Local area walks</b> <a href="https://www.camden.gov.uk/camden-health-walks">https://www.camden.gov.uk/camden-health-walks</a> <b>Hampstead Heath</b> <a href="https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/wildlife-and-nature/Pages/default.aspx">https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/wildlife-and-nature/Pages/default.aspx</a></p>										
	<p>Dance Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 3 Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.</p>										

<b>Expressive Arts &amp; Design</b>	Developing printing skills Print making Music – Performance Art: Whole class, large groups, small, or individual. Children matching or following a melody's, songs or dance.						Developing painting skills Painting with focus on different artists/ painters Music – Performance Art: large groups, small, or individual. Children replicating, following or making a melody, songs or dance.				
<b>Computing</b>	Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.  Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP  A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate.  Programs & Apps: Espresso, 2simple software, 2paint program Busy things. Typing skills using writing program. Websites: BBC Schools, Phonics play, National Geographic.						Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.  Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP  A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate.  Programmes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, Navigating the web, National Geographic.				
<b>R.E</b>	Why do Christians believe Jesus is special?						What is so special about Easter?				
<b>Music</b>	<b>Unit 3 Rhythm</b> Rhythm vs. pulse	Rhythms	Rhythm symbols and patterns	Rhythm notation	Reading and writing rhythmic notation	Improvising rhythms	<b>Unit 4 Pitch</b> What is pitch?	Combine: Lesson 2: High Sounds Lesson 3: Low sounds	Following the pitch	Changing the pitch	Creating high and low sounds

# YR Curriculum Map Summer Term

Topic	Minibeasts						Week 7	Travelling and transport				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 8	Week 9	Week 10	Week 11	Week 12
<b>Topic Focus</b>	Slimy Snails	Buzzing Bees	Spinning Spiders	Beautiful Butterflies and Crawling Caterpillars	Personal Journeys (favourite holidays)		Ways to travel -land	Ways to travel -on water	Ways to travel -air	Destinations: Places we can travel to (related to children)		
<b>Role Play Area</b>	Inside – Minibeast Laboratory Outside – Home Additional Theme: The Garden (alongside the home link to looking after minibeasts outside)						Inside – The Travel Agents / The Train station /Rocket Outside – Home Additional Theme: The seaside					
<b>Literacy Reading &amp; Comprehension</b>	Snail Trail	The Bee book National Geographic Non-fiction books	The Very Busy Spider	2 Week Block Main text: The Very Hungry Caterpillar	The Journey home from Grandpas		How will we get to the beach?	2 Week Block Mr Gumpy's outing	Whatever next!	Rosie's Walk Mapping		
<b>Core Books</b>												
<b>Reading</b>	Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression Phonics: Phase 4 Graphemes (Little Wandle Letters and Sounds Revised) Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily.						Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression Phonics: Phase 4 Graphemes (Little Wandle Letters and Sounds Revised) Read own writing. Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily.					
<b>Word reading (Phonics)</b>												
<b>Nursery Rhymes</b> www.wordsforlife.org.uk/songs	There was an old lady	Hickory dickory dock	Incey Wincey spider	Old Macdonald had a farm	Little Miss Muffet	London Bridge is falling down London's burning	The wheels on the bus	Row row row your boat	Zoom zoom zoom	The Grand Old Duke of York	I am a music man	
<b>Poetry recital</b>	The Grand Old Duke of York (traditional)											
<b>Personal, Social and Emotional</b>	Continue reinforcing Golden Rules and learning the rules in the school and classroom.  Structured Time table & routines with flexibility for children to make independent choices. Children supported at lunchtimes to support eating & healthy choices. Develop sense of responsibility and membership of their class and wider school community– Spaces for their work, spaces they can adapt and change within the environment, school councillors, prayer leaders etc. Self-Regulation- Self-help skills –using strategies to moderate their own and others feelings socially and emotionally. Zones of Regulation						Continue reinforcing Golden Rules and learning the rules in the school and classroom.  Structured Time table & routines with flexibility for children to make independent choices. Develop sense of responsibility and membership of their class and wider school community– Spaces for their work, spaces they can adapt and change within the environment, school councillors, prayer leaders etc. Self-Regulation- Self-help skills –using strategies to moderate their own and others feelings socially and emotionally. Zones of Regulation					

	Rewarding children: smile chart, special mentions, head teacher's awards. Activities to develop relationships/making friends/dealing with conflict/sharing. – dialogic story time.						High expectations for children following instructions, smile-chart, special mentions, head teacher's awards. Building and sustaining constructive & respectful relationships Dealing with conflict & sharing – Dialogic story time			
<b>Writing</b>	Fine motor skills and Pencil grip Children independently writing their full names Mark making and emergent writing relating to the focus book of the week. Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing Independent activities each day linked to the core books of the week. Children write sentences with known sound-letter correspondences. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children's independent writing at the end of each day						Fine motor skills and Pencil grip Alphabet and letter formation. Children independently writing their full names Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing/Independent activities each day linked to core books of the week. Children write sentences with known sound-letter correspondences. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children's independent writing at the end of each day			
<b>Communication and language</b>	Dev. Matters CL&U Observation checkpoint 3&4 year Children olds	Teachers continue to Promote and model active listening Expect social phrases Good morning, Good afternoon etc. New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. Engage in conversations between people and characters Children talk and articulate their ideas using connectives. Teachers model accurate grammar with more complex sentences. Narration of events and actions. Exact repetition of words in stories and some in their own words. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library.  Story time 3x per day Morning, lunchtime and home time. Stories re-read to children to develop a deep familiarity text, knowledge and vocabulary. Core books displayed in the class library.					Teachers continue to Promote and model active listening New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. Engage in conversations between people and characters Children talk and articulate their ideas using connectives. Teachers model accurate grammar with more complex sentences. Narration of events and actions. Exact repetition of words in stories and some in their own words. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library.  Stories re-read to children to develop a deep familiarity text, knowledge and vocabulary. Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories. Oral stories.  Core books displayed in the class library.			
<b>Mathematics White Rose Maths</b>	Number: Building numbers to 10 and beyond Counting patterns to 10 and beyond	Spatial reasoning 1: Match rotate manipulate.	Number: Adding more & taking away	Spatial reasoning g 2: Compose & Decompose:	Number: Patterns Doubling		Number: Grouping Even and Odd	Spatial reasoning 3: Visualise and build	Number: Patterns and relationships	Spatial reasoning 4 mapping

Core Maths books	Jack the builder by Stuart J Murphy One Moose 20 mice	1 is a snail 10 is a crab by AS	When one doesn't belong by Christopher Danielson	A new house for Mouse by Petr Horacek	1 is a snail 10 is a crab by April Sayer	A new house for Mouse by Petr Horacek	A dozen ducklings lost and found	Snail trail by Jo Saxton
<b>Understanding the World</b>	<p>Daily Weather Chart -Days of the week, date &amp; year. Note and record the effect of seasonal changes. Contrasting environments –Regional &amp; National Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Local walks to understand special places and members of their community Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Sensory Explorations touch, sight, smell, taste &amp; sound Collins snap science Investigation: What am I made of? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Children &amp; parents encouraged to participate in 'show &amp; tell'</p>				<p>Daily Weather Chart -Days of the week, date &amp; year. Note and record the effect of seasonal changes. Contrasting environments –Regional &amp; National Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located aerial view &amp; maps local walks to understand special places and members of their community Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Food Cooking for a Celebration Collins snap science investigation: Which hat is best to wear today? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.</p>			
<b>Understanding the World Core Books</b>	<p>Resource: Snap Science Collins Teaching Framework Foundation The Snail Trail. Ruth Brown The Bee Book. DK BEE. Patricia Hegarty and Britta Teckentrup Minibeasts: Ladybirds First Fabulous Facts. Jacqueline Crupi Superworm. Julia Donaldson and Axel Scheffler National Geographics Kids: Spiders. National Geographics Kids: Caterpillar to Butterfly. Our Amazing World: Spiders. Kay de Silva A Butterfly is Patient. Diana Ashton Aaarrgh, Spider! Lydia Monks</p>				<p>Resource: Snap Science Collins Teaching Framework Foundation My First Book of Transportation. Collins Lost and Found. Oliver Jeffers Mrs Armitage on Wheels. Quentin Blake Room on the Broom. Julia Donaldson The Hundred Decker Bus. Mike Smith A Journey Through Transportation. Carl Johanson Oi Get Off Our Train. John Burnington All Kinds of Cars. Carl Johanson Just Imagine. Nick Sharratt and Pippa Godhart At the Beach. National Geographic Kids I am Amelia Earhart. Brad Meltzer On the Train Shine- a -Light Book. Carron Brown</p>			
<b>Visits / Visitors</b>	<p><b>UW and CL: Visit to Camley Street Nature Park</b> <a href="https://www.wildlondon.org.uk/reserves/camley-street-natural-park">https://www.wildlondon.org.uk/reserves/camley-street-natural-park</a> <b>OR</b> <b>Hyde Park Lookout Centre</b> <a href="https://www.royalparks.org.uk/learn/schools/eyfs">https://www.royalparks.org.uk/learn/schools/eyfs</a></p>				<p><b>Computing: Visitor from Camden Learning Centre (CLC)</b> <a href="https://camdenlearning.org.uk/school-improvement/camden-learning-centre/">https://camdenlearning.org.uk/school-improvement/camden-learning-centre/</a></p>			
<b>Physical Development</b>	<p>Gymnastics Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 4</p>				<p>Dance Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 5</p>			

	Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Pencil grip to develop an accurate and fast handwriting style Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.							Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Pencil grip to develop an accurate and fast handwriting style Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.				
<b>Expressive Arts &amp; Design</b>	Developing 3D Modelling skills Focus on techniques for joining materials. Music – Performance Art: Whole class, large groups, small, or individual. Children copy, match or follow a melody's, songs or choreographed dance.							Developing Collage skills Painting with focus on different artists/ painters Music – Performance Art: large groups, small, or individual. Children create a melody, songs or choreographed dance from learnt techniques.				
<b>Computing</b>	Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum. Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate. Programes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic.							Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum. Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate. Programmes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic				
<b>R.E</b>	What makes a place special?							What can we learn from stories?				
<b>Music</b>	<b>Unit 5 Contrasts Rhythm</b>	Pitch	Dynamics	Articulation	Melody	Timbre		<b>Unit 6 Musical devices Conjunct melodies</b>	Disjunct melodies	Imitation	Sequence	Riffs

# Y1 Curriculum Map      Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	<b>Narrative – retelling stories with repeating pattern</b> The Story Tree (Hugh Lupton)			<b>Narrative- stories in familiar settings</b> Beegu (Alexis Deacon)			Whole School Project Week	<b>Poetry</b> The Worm (Ralph Bergengren)	<b>Narrative and Poetry</b> Aaaaaarrgh Spider! (Lydia Monks)		<b>Narrative – retelling Nativity</b> Linked to RE unit 'Advent/Christmas- waiting		
<b>Phonics</b>	<b>Little Wandle programme daily</b>												
<b>Story Time</b>	Dear Zoo, Rod Campbell Where's Spot, Eric Hill	Ten Little Fingers and Ten Little Toes, Mem Fox and Helen Oxenbury The Very Hungry Caterpillar, Eric Carle	Each Pear Pear Plum, Janet and Alan Ahlberg The Elephant and the Bad Baby, Raymond Briggs	The Tiger Who Came to Tea, Judith Kerr	Little Mouse's Big Book of Fears, Emily Gravett	I Will Not Ever Never Eat a Tomato, Lauren Child		Dogger, Shirley Hughes	Lost and Found, Oliver Jeffers	Room on the Broom, Julia Donaldson	Gorilla, Anthony Browne	The Snowman, Raymond Briggs	
<b>Poetry recital</b>	Incey Wincey Spider (traditional)												
<b>Maths</b>	Number: Place value (within 10)					Number: Addition & Subtraction (within 10)			Number: Addition & Subtraction (within 10)			Geometry: Shape Number: Place value (within 20)	
<b>R.E</b>	What responsibility has God given people about taking care of Creation?								Why is each person important in the Nativity story?				
<b>Visits / Visitors</b>	<b>History: Visit to local underground and overground stations different trains and see other transport along the way eg. Pupils are walking, cars, buses, motorbikes on the road, planes in the sky (a boat on the canal if they pass it!)</b>								<b>Science: Visitor Zoo 4 U, a range of animals bought into school</b> <a href="https://www.zoo4you.co.uk/">https://www.zoo4you.co.uk/</a>				
<b>Science</b>	<b>Plants</b> We are learning to observe and compare trees around us	<b>Plants</b> We are learning to identify parts of a flowering plant.	<b>Plants</b> We are learning to investigate what plants need to grow	<b>Plants</b> We are learning to explain what plants need to grow	<b>Seasonal Change 1</b> We are learning to observe and describe the seasons	<b>Seasonal Change 2</b> We are learning to observe how trees change over the year.			<b>Animals, including humans</b> We are learning to identify and name animals	<b>Animals, including humans</b> We are learning to identify carnivores, herbivores and omnivores.	<b>Animals, including humans</b> We are learning to describe and compare the structure of animals	<b>Animals, including humans</b> We are learning to identify which animals people can keep as pets.	<b>Seasonal Change 3</b> We are learning to describe the weather in different seasons (autumn and winter)
<b>History</b>	We are learning to	We are learning to	We are learning to	We are learning to	We are learning to	We are learning to		Taught in 1 <sup>st</sup> half of term					



						(Physical health and fitness)							
<b>Computing</b> Computing systems and networks – <i>Technology around us</i>	Taught in 2 <sup>nd</sup> half of term							We are learning to identify technology	We are learning to identify a computer and its main parts	We are learning to use a mouse in different ways	We are learning to use a keyboard to type on a computer	We are learning to use the keyboard to edit text	We are learning to create rules for using technology responsibly
<b>Spanish</b>	Greetings	What is your name	Phonics	Phonics	Numbers 1 - 5	How old are you?		Colours	Colours	Animals	Animals	Christmas	
<b>Music</b>	<b>Unit 1 Pulse</b> To understand pulse	Creating simple patterns	Understanding how sound is represented by symbols	Physicalising pulse in different ways	Maintaining pulse and identifying strong beats	Identifying tempo		<b>Unit 2 Timbre</b> Different ways to use your voice	Different ways to use your body	High and low sounds	Loud and quiet sounds	Instruments of the orchestra	
<b>Food Tech</b>	Berry red smoothie												

## Y1 Curriculum Map Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	<b>Comp</b>	<b>Assessment</b> <b>Non-fiction - Information Texts</b> Spiders (Rebecca Gilpin) Animal Lives Spiders (Sally Morgan)				<b>Poetry</b> The Puffin Book Of Fantastic First Poems (June Crebbin)	Whole School Project Week	<b>Narrative</b> The Snail and The Whale (Julia Donaldson)		<b>Narrative – recounts and retelling</b> No Dinner! (Jessica Souhami)			
<b>Phonics</b>	<b>Little Wandle programme daily</b>												
<b>Story Time</b>	We're Going on a Bear Hunt, Michael Rosen	Hairy Maclary from Donaldso n's Dairy, Lynly Dodd	Not Now, Bernard, David McKee	Where the Wild Things Are, Maurice Sendak	The Jolly Postman, Janet and Alan Ahlberg	I Want My Hat Back, Jon Klassen		The Cat in the Hat, Dr Seuss	Meg and Mog, Helen Nicholl	Would you Rather, John Burningham	Princess Smartyants, Babette Cole	I Want My Potty, Tony Ross	
<b>Poetry recital</b>	Row, Row, Row Your Boat (traditional)												
<b>Maths</b>	Number: Place Value (within 20)			Number: Addition & Subtraction (within 20)					Number: Place Value (within 50)	Measurement: Length and Height		Measurement: Weight and Volume	
<b>R.E</b>	Judaism – What is it like to live as a Jewish person?								Why might many Christians say that Easter is the most important festival?				
<b>Visits / Visitors</b>	<b>Computing: Visitor from Camden Learning Centre (CLC), 'Programming B - introduction to animation' workshop</b> <a href="https://camdenlearning.org.uk/school-improvement/camden-learning-centre/">https://camdenlearning.org.uk/school-improvement/camden-learning-centre/</a>  <b>RE: Visitor in school from Judaism for Schools</b>								<b>Science: Visit to Hampstead Heath, Plant Detectives workshop</b> <a href="https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx">https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx</a> <b>OR</b> <b>Science: Hyde Park Lookout Centre: Exploring Spring (Seasons)</b> <a href="https://www.royalparks.org.uk/learn/learn-in-hyde-park-and-kensington-gardens/primary">https://www.royalparks.org.uk/learn/learn-in-hyde-park-and-kensington-gardens/primary</a> <b>OR</b> <b>Science: Science Museum – The Garden (Everyday Materials)</b> <a href="https://www.sciencemuseum.org.uk/groups/garden-school-info">https://www.sciencemuseum.org.uk/groups/garden-school-info</a>				
<b>Science</b>	<b>Everyday Materials</b> We are learning to identify and name	<b>Everyday Materials</b> We are learning to identify and name	<b>Everyday Materials</b> We are learning to identify and name	<b>Everyday Materials</b> We are learning to describe the	<b>Everyday materials</b> We are learning to compare and group	<b>Everyday materials</b> We are learning to recognise			<b>Everyday materials</b> We are learning to investigate	<b>Everyday Materials</b> We are learning to investigate transparent and	<b>Everyday Materials</b> We are learning to describe why different materials are	<b>Seasonal Changes 4</b> We are learning to observe changes	<b>Seasonal Changes 5</b> We are learning to describe the weather in

	a variety of everyday materials – wood, plastic and metal	a variety of everyday materials – rock, brick, glass and water	paper in a variety of forms	properties of everyday materials	different materials based on their properties	that objects can be made of more than one material.		waterproof materials.	opaque materials	used for different purposes	across the seasons (spring)	different seasons.
<b>History</b> Changes within living memory - <i>Shopping</i>	We are learning to know the time and place of shopping through time	We are learning to understand how what shops looked like has changed through time	We are learning to understand how people being served in shops has changed through time	We are learning to understand how deliveries of food has changed over time	We are learning to understand how food has changed over time	We are learning to explain similarities and differences in shopping over time	Taught in 1 <sup>st</sup> half of term					
<b>Geography</b> <i>What is our weather like?</i>	Taught in 2 <sup>nd</sup> half of term							We are learning about the different types of weather in the UK	We are learning how to record weather	We are learning about extreme weather	We are learning about seasons (field trip – related to)	We are learning to find out where the coldest and hottest parts of the world are
<b>Art and design</b>	<b>Sculpture (Chinese New Year)</b> We are learning to investigate three-dimensional shapes.	We are learning to investigate three-dimensional shapes used in Chinese New Year celebrations	We are learning to design a sculpture.	We are learning to construct a former using papier mâché.	We are learning to model form.			<b>Printing (Printing in Clay and on Paper)</b> We are learning to hand print in clay.	We are learning to finger print on paper.	We are learning to print objects in clay.	We are learning to print on paper and use paste to print.	We are learning to print using blocks.
<b>DT</b>	Mechanical Systems (Fire Engines)											
<b>PE</b>	Gymnastics Unit 1 and 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )							Dance Unit 1 and 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )				
<b>PSHCE in addition</b>	Whole School Project Week- Keeping Safe Studies											

<b>to weekly lesson</b>											
<b>PSHCE- Weekly lesson</b>	To identify the qualities of a good friend (Caring friendships)	To explain the importance of compliments (Caring friendships)	To recognise positive qualities in themselves. (Respectful relationships)	To recognise achievements (Caring friendships)	To identify the qualities of a good friend. (Caring friendships)	To be able to identify different behaviours which might be bullying. (Respectful relationships) (Mental wellbeing)	Taught in 1 <sup>st</sup> half of term				
<b>Computing</b> Programming A – <i>Moving a robot</i>	Taught in 2 <sup>nd</sup> half of term						To explain what a given command will do	To act out a given word	To combine 'forwards' and 'backwards' commands to make a sequence	To combine four direction commands to make sequences	To plan a simple program
<b>Spanish</b>	Shapes	Shapes and colours	Days of the Week	Days of the Week	Retrieval Practice	Retrieval Practice	Our Bodies	Our Bodies	Our Face	Numbers 1-10	Easter Celebrations
<b>Music</b>	<b>Unit 3 Rhythm</b> Rhythm vs. pulse	Rhythms	Rhythm symbols and patterns	Rhythm notation	Reading and writing rhythmic notation	Improvising rhythms	<b>Unit 4 Pitch</b> What is pitch?	Combine: Lesson 2: High Sounds Lesson 3: Low sounds	Following the pitch	Changing the pitch	Creating high and low sounds
<b>Food Tech</b>	Flatbreads with tomato topping										

# Y1 Curriculum Map Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	<b>Comp</b>	<b>Author study</b> Quentin Blake		<b>Narrative - Fantasy</b> Where the Wild Things Are (Maurice Sendak)			Whole School Project Week	<b>Poetry</b> The Puffin Book Of Fantastic First Poems (June Crebbin)		<b>Non-Fiction</b> Our Street – linked to Geography topic			
<b>Phonics</b>	<b>Little Wandle programme daily</b>												
<b>Story Time</b>	Dinosaurs and All That Rubbish, Michael Forman	Dear Mother Goose, Michael Rosen	Grandad's Island, Benji Davies	The Enormous Crocodile, Roald Dahl	Mr Majeika, Humphrey Carpenter			Lion at School and other stories, Philippa Pearce		The Hodgeheg, Dick King-Smith			
<b>Poetry recital</b>	We're Going on a Bear Hunt by Michael Rosen												
<b>Maths</b>	Number: Multiplication and Division			Number: Fractions		Geometry: Position and Direction		Number: Place value (within 100)		Measurement: Money	Measurement: Time		
<b>R.E</b>	Islam – What does it mean to be a Muslim?												
<b>Visits / Visitors</b>	<b>History: Visit out of school – local area walk to look at older homes (Victorian, Georgian) and newer homes (post-war and new builds)</b>												
<b>Science</b>	<b>Animals, including humans</b> We are learning to identify and name parts of the body (external)	<b>Animals, including humans</b> We are learning to identify and name parts of the body (internal)	<b>Animals, including humans</b> We are learning to name the 5 senses and identify which part of the body is associated with each	<b>Animals including humans</b> We are learning to investigate the sense of sound	<b>Animals including humans</b> We are learning to investigate the sense of smell	<b>Animals including humans</b> We are learning to investigate the sense of touch		<b>Animals including humans</b> We are learning to investigate the sense of taste		<b>Animals including humans</b> We are learning to investigate the sense of sight	<b>Seasonal Changes 6</b> We are learning to observe changes across the seasons (summer)	<b>Seasonal Changes 7</b> We are learning to describe the weather in different seasons	<b>Plants</b> We are learning to identify wild and garden plants
<b>History</b> Local History: Homes and schools where we live	We are learning to know the time and place of homes and schools in our local area	We are learning to identify older and newer homes	We are learning to identify older and newer homes in our local	We are learning to understand how the inside of homes have	We are learning to understand how our school has changed over time	We are learning to explain ways that homes and schools in our local		Taught in 1 <sup>st</sup> half of term					



<i>Digital writing</i>			on a computer	changing text		with writing on paper						
<b>Spanish</b>	Food	Food	Food	The Weather	The Weather	Retrieval Practice		Family	Family	Feelings	Feelings	Retrieval Practice
<b>Music</b>	<b>Unit 5 Contrasts</b> Rhythm	Pitch	Dynamics	Articulation	Melody	Timbre		<b>Unit 6 Musical devices</b> Conjunct melodies	Disjunct melodies	Imitation	Sequence	Riffs
<b>Food Tech</b>	Potato Salad											

## Y2 Curriculum Map      Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	<b>Narrative Unit</b> The Tiger Who Came To Tea (Judith Kerr)			<b>Poetry</b> The Works (Paul Cookson)		<b>Non-Fiction</b> Non chronological report (living things and their habitats)	Whole School Project Week	<b>Non-Fiction</b> Non chronological report	<b>Narrative</b> Traction Man is Here (Mini Grey)			<b>Comp Nativity rehearsals</b>	
<b>Phonics</b>	<b>Little Wandle programme daily (Phase 5 review)</b>							<b>Little Wandle programme daily (Bridge to Spelling)</b>					
<b>Story Time</b>	Amazing Grace, Mary Hoffman		The Sheep Pig, Dick King-Smith			The True Story of the Three Little Pigs, Jon Scieszka		A Bear Called Paddington, Michael Bond			Astrix the Gaul, Renné Goscinny		
<b>Poetry recital</b>	Leap Like a Leopard by John Foster												
<b>Maths</b>	Number: Place value			Number: Addition & subtraction				Number: Addition & subtraction			Geometry: Shape		
<b>R.E</b>	Why did Jesus teach the Lord's prayer as the way to pray?							How does the symbol of light help us to understand the meaning of Christmas for Christians?					
<b>Visits / Visitors</b>	<b>History: Visitor in school from History Off the Page, 'Great Fire of London' workshop</b> <a href="https://www.historyoffthepage.co.uk/courses/great-fire-london/">https://www.historyoffthepage.co.uk/courses/great-fire-london/</a> <b>OR</b> <b>Visitor in school from Historic Workshops 'Great Fire and plague of London workshop</b> <a href="https://www.historicworkshops.com/the-great-fire-and-plague-of-london-workshop.html">https://www.historicworkshops.com/the-great-fire-and-plague-of-london-workshop.html</a> <b>OR</b> <b>Or Great Fire of London Workshop</b> <a href="https://www.hrp.org.uk/tower-of-london/schools/key-stage-1/fire-fire/#qs.l1rw4o">https://www.hrp.org.uk/tower-of-london/schools/key-stage-1/fire-fire/#qs.l1rw4o</a>							<b>Science: Visitor in school from Francis Crick institute 'Journey of the Germ workshop</b> <a href="https://www.crick.ac.uk/partnerships/education-outreach/">https://www.crick.ac.uk/partnerships/education-outreach/</a> <b>Geography: Hampstead Heath Education Centre – Mad about Maps</b> <a href="https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning-at-hampstead-heath">https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning-at-hampstead-heath</a> <b>OR</b> <b>Hyde Park Education – Maps and Orienteering</b> <a href="https://www.royalparks.org.uk/learn/schools">https://www.royalparks.org.uk/learn/schools</a>					
<b>Science</b>	<b>Plants</b> We are learning to identify and compare different seeds.	<b>Plants</b> We are learning to understand how bulbs grow.	<b>Plants</b> We are learning to observe how seeds germinate	<b>Plants</b> We are learning to describe how seeds germinate	<b>Plants</b> We are learning to find out how plants need light to grow and stay healthy	<b>Plants</b> We are learning to describe how plants need light to grow		<b>Living things and their habitats</b> We are learning to explore and compare things that are living, dead or	<b>Living things and their habitats</b> We are learning to identify and name a variety of plants and animals in	<b>Living things and their habitats</b> We are learning to identify how living things are suited to their habitats	<b>Living things and their habitats</b> We are learning to describe how animals obtain food from	<b>Living things and their habitats</b> We are learning how plants and animals depend on	

						and stay healthy		have never been alive	their habitats and what they provide		plants and other animals.	each other in their habitats.	
<b>History</b> Important events in the history of Britain	We are learning to know the time and place of important events in history	We are learning to know the events of the Gunpowder Plot	We are learning to explain why we have Bonfire Night	We are learning to know the events of the Great Fire of London	We are learning to explain why we have Remembrance Day	We are learning to explain 3 important events in the history of Britain		Taught in 1 <sup>st</sup> half of term					
<b>Geography</b> <i>What is the UK like?</i>	Taught in 2 <sup>nd</sup> half of term							We are learning to use simple maps	We are learning to understand aerial views	We are learning to make simple maps	We are learning to understand that the UK is made up of 4 countries	We are learning to identify mountains and rivers of the UK	We are learning to understand what it is like at the coast
<b>Art and design</b>	<b>Drawing (Key Skills and Techniques)</b> We are learning to create pictures by drawing in continuous line.	We are learning to draw figures (people) in movement.	We are learning to draw buildings. (Resist effect technique).	We are learning to draw from observation.	We are learning to draw nature from memory.			<b>Painting (Nature)</b> We are learning to mix and apply paint in different ways.	We are learning to create the colour green.	We are learning to change the consistency of paint. We are learning to make paint darker and lighter.	We are learning to mix and match colours.	We are learning to contribute to shared painting.	
<b>DT</b>	Mechanical Systems (Moving Pictures)												
<b>PE</b>	Attack Defend Shoot Unit 1 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )												
<b>PSHCE in addition to weekly lesson</b>													
<b>PSHCE-weekly lesson</b>	To understand the benefits of eating at	To learn why medicines are taken	To learn where medicines come from	To identify what bullying is and how it makes	To understand conflict and explain	To know about different types of families.		Taught in 1 <sup>st</sup> half of term					

	least 5 portions of fruit and vegetables (Healthy Eating)	(Drugs, alcohol and tobacco)	(Drugs, alcohol and tobacco)	people feel. (Respectful relationships)	what to do when conflict arises. (Caring Friendships)	(Families and people who care for me)						
<b>Computing</b>	Taught in 2 <sup>nd</sup> half of term											
Computing systems and networks – <i>IT around us</i>							To recognise the uses and features of information technology.	To identify information technology in the home.	To identify information technology beyond school.	To explain how information technology benefits us.	To show how to use information technology safely.	To recognise that choices are made when using information technology.
<b>Spanish</b>	Phonics	Greetings	Feelings	Numbers – 1 - 12	All about me	Retrieval practice	Colours	Shapes	Shapes and colours	Animals	Christmas	
<b>Music</b>	<b>Unit 7 Pulse and metre</b> Understanding pulse	Understanding pulse	Creating simple patterns	Creating simple patterns	Understanding how sound is represented by symbols	Understanding how sound is represented by symbols	Physicalising pulse in different ways	Physicalising pulse in different ways	Maintaining pulse and identifying strong beats	Maintaining pulse and identifying strong beats	How many beats in a bar?	
<b>Food Tech</b>	Fruity Yoghurt Cups											

## Y2 Curriculum Map Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	<b>Comp</b>	<b>Narrative</b> The Princess and the White Bear King (Tanya Robyn Batt)			<b>Non-Fiction</b> Non-chronological report on Remarkable people from the past (linked to history)		Whole School Project Week	<b>Recounts</b> (relating to real life experiences)	<b>Non-Fiction Instructions</b> How to keep a plant alive (linked to science)		<b>Narrative Unit</b> Man on the Moon (Simon Bartram)		
<b>Phonics</b>	<b>Little Wandle programme daily (Spelling Units)</b>												
<b>Story Time</b>	The Queen's Nose, Dick King-Smith			Clarice Bean, That's Me, Lauren Child	The Story of Babar, Jean de Brunhoff			That rabbit belongs to Emily Brown, Cressida Cowell		Finn Family Moomintroll, Tove Jansson			
<b>Poetry recital</b>	30 Days Has September (traditional)												
<b>Maths</b>	Measurement: Money		Number: Multiplication and Division										
<b>R.E</b>	Judaism – How are Jewish festivals celebrated and remembered?												
<b>Visits / Visitors</b>	<b>History: Visit to the Florence Nightingale Museum: A visit with Miss Nightingale workshop</b> <a href="https://www.florence-nightingale.co.uk/a-visit-with-miss-nightingale/">https://www.florence-nightingale.co.uk/a-visit-with-miss-nightingale/</a> <b>RE: Visitor from Judaism for Schools</b> <b>PSHCE: Visitor-The London Fire Brigade Fire Safety workshop</b>												
<b>Science</b>	<b>Uses of Everyday Materials</b> We are learning to identify different materials and what they can be used for	<b>Uses of Everyday Materials</b> We are learning to compare how suitable materials are for different uses	<b>Uses of Everyday Materials</b> We are learning to test the absorbency of different materials and identify what these materials would be	<b>Uses of Everyday Materials</b> We are learning to test if and how the shapes of solid objects can be changed.	<b>Uses of Everyday Materials</b> We are learning to research key figures who have developed new materials	<b>Uses of Everyday Materials</b> We are learning to identify materials that are suitable for reusing and recycling		<b>Animals, including humans</b> We are learning to recognise different animals' offspring	<b>Animals, including humans</b> We are learning to describe how animals change as they grow into adults	<b>Animals, including humans</b> We are learning to understand and describe a human life cycle.	<b>Animals, including humans</b> We are learning to understand and describe other animals' life cycles.	<b>Animals, including humans</b> We are learning to explain what animals need to survive.	
	Number: Multiplication and Division		Measurement: Length and Height		Measurement: Mass, Capacity and Temperature			How do the symbols of Easter help us to understand the meaning of Easter for Christians?		<b>Computing: Visitor in school from Camden Learning Centre (CLC) - Digital photography workshop</b> <a href="https://camdenlearning.org.uk/school-improvement/camden-learning-centre/">https://camdenlearning.org.uk/school-improvement/camden-learning-centre/</a>			
	<b>Science: Visitor with a young baby (member of staff, parent volunteer etc)</b>												

			suitable for.								
<b>History</b> Famous women through history	We are learning to know the time and place of some famous women through history	We are learning to explain the changes that Florence Nightingale made to hospitals	We are learning to compare the lives and work of Mary Seacole and Florence Nightingale	We are learning to understand that Emmaline Pankhurst helped to win women the right to vote	We are learning to understand the huge contribution Marie Curie made to medicine	We are learning to explain how some famous women have influenced the world	Taught in 1 <sup>st</sup> half of term				
<b>Geography</b> <i>What are the different environments in the world?</i>	Taught in 2 <sup>nd</sup> half of term						We are learning to understand what a continent is and locate the 7 continents	We are learning to use an atlas to locate the five oceans	We are learning to understand what the climate and landscape are like at the two poles	We are learning to understand what the climate and landscape is like around the equator	We are learning to write a report comparing different environments in the world
<b>Art and design</b>	<b>Sculpture (Under the Sea)</b> We are learning to explore clay.	We are learning to model with clay.	We are learning to apply clay techniques.	We are learning to apply clay techniques.	We are learning to paint on clay sculptures		<b>Printing (Roller and Ink Techniques)</b> We are learning to print using our finger.	We are learning to use a roller to print.	We are learning to blend two colours of ink.	We are learning to polyprint with ballpoint markings.	We are learning to use objects to print.
<b>DT</b>	Structures (Kites)										
<b>PE</b>	Gymnastics Unit 1 and 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )						Dance Unit 1 and 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )				
<b>PSHCE in addition to weekly lesson</b>	Whole School Project Week-Keeping Safe Studies Visitor-The London Fire Brigade										

<b>PSHCE- Weekly lesson</b>	To explore gender stereotypes in careers. (Respectful relationships)	To explore how life is different around the world. (Respectful relationships)	To recognise how it feels to be proud of someone else. (Respectful relationships)	To recognise and describe different feelings in themselves and others. (Mental wellbeing)	To learn that feelings change and that not everyone experiences the same feeling in the same situation. (Mental wellbeing)	Learn about 'big' feelings and how to manage them. (Mental wellbeing)	Taught in 1 <sup>st</sup> half of term				
<b>Computing</b>  Programming B – <i>An introduction to quizzes using Scratch Jr</i>	Taught in 2 <sup>nd</sup> half of term						To explain that a sequence of commands has a start	To explain that a sequence of commands has an outcome	To create a program using a given design	To change a given design	To create a program using my own design
<b>Spanish</b>	Retrieval Practice	Days of the Week	Months of the Year	Seasons	Family	Retrieval Practice	Our Bodies	Face	The School	Pencil Case	Easter Celebrations
<b>Music</b>	<b>Unit 8 Tempo, Dynamics, Timbre</b> Identifying tempo	Identifying tempo	High and low sounds	High and low sounds	Loud and soft sounds	Loud and soft sounds	Different ways to use the voice	Different ways to use the voice	Different ways to use instruments	Different ways to use instruments	Instruments of the orchestra
<b>Food Tech</b>	Veggie Fajitas										

## Y2 Curriculum Map Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	<b>Author Study</b> Anthony Browne			<b>SATS practice/ assessments</b>			Whole School Project Week	<b>Narrative - extended stories/ significant authors</b> The Magic Finger (read before unit starts) George's Marvellous Medicine (Roald Dahl)			<b>Poetry - Calligrams/ List poems</b> The Works (Paul Cookson)		
<b>Phonics</b>	<b>Little Wandle programme daily (Spelling Units)</b>												
<b>Story Time</b>	Diary of a Wimpy Kid, Jeff Kinney			Winnie the Pooh, A A Milne				The BFG, Roald Dahl			Pippi Longstocking, Astrid Lindgren		
<b>Poetry recital</b>	Summer Days by Anne English												
<b>Maths</b>	Number: Fractions			Measurement: time				Statistics			Geometry: Position and Direction		Consolidation
<b>R.E</b>	Islam – How do Muslims show commitment to God -Allah?												
<b>Visits / Visitors</b>	<b>Science: Visitor in school from a dentist/dental nurse (staff/parent contact or arrange with school nurse)</b> <b>RE: Visitor in school to talk about Islam (member of staff, parent volunteer etc)</b> <b>OR</b> <b>Visit to Central London Mosque</b> <a href="https://www.iccuk.org/page.php?section=education&amp;page=visits#">https://www.iccuk.org/page.php?section=education&amp;page=visits#</a>							<b>Science: Visit to London Zoo, 'Hands on' or 'Lifecycles' workshops</b> <a href="https://www.zsl.org/zsl-london-zoo/schools">https://www.zsl.org/zsl-london-zoo/schools</a> Outer Circle Regent's Park, London, NW1 4RY					
<b>Science</b>	<b>Animals, including humans</b> We are learning to describe the importance of hygiene – hand washing	<b>Animals, including humans</b> We are learning to describe the importance of hygiene– brushing teeth	<b>Animals, including humans</b> We are learning to understand the importance of eating the right amount of different types of food	<b>Animals, including humans</b> We are learning to recognise the benefits of exercise	<b>Animals, including humans</b> We are learning to observe the effects of exercise.	<b>Animals, including humans</b> We are learning to explain how humans can stay healthy.		<b>Plants</b> We are learning to find out how plants need a suitable temperature to grow and stay healthy.	<b>Plants</b> We are learning to describe how plants need a suitable temperature to grow and stay healthy.	<b>Plants</b> We are learning to find out how plants need water to grow and stay healthy.	<b>Plants</b> We are learning to describe how plants need water temperature to grow and stay healthy.	<b>Plants</b> We are learning to understand the life cycle of a plant.	
<b>History</b>	We are learning to know the time and place of some Significant events in history	We are learning to explain the achievements of Martha Ricks	We are learning to explain the achievements of Bessie Coleman and Amelia Earhart	We are learning to explain the achievements of Christopher Columbus	We are learning to explain the achievements of Neil Armstrong	We are learning to compare the achievements of Christopher Columbus and Neil Armstrong.		Taught in 1 <sup>st</sup> half of term					

<p><b>Geography</b></p> <p><i>What is it like to live in India?</i></p>	<p>Taught in 2<sup>nd</sup> half of term</p>							<p>We are learning to locate geographical features of Asia on a map</p>	<p>We are learning to locate geographical features of India on a map</p>	<p>We are learning to use aerial photographs to recognise features.</p>	<p>We are learning about what life is like in an Indian village</p>	<p>We are learning about what life is like in an Indian city</p>	<p>We are learning to write a report about the geography of India</p>
<p><b>Art and design</b></p>	<p><b>Collage and Textiles (Nature Collages)</b> We are learning to explore materials by making rubbings.</p>	<p>We are learning to explore fish through art.</p>	<p>We are learning to make a collage.</p>	<p><b>(Learning to Weave)</b> We are learning to make a box-loom weave.</p>			<p><b>Digital Media (Expressive Portraits)</b> We are learning to research and respond to artists' work.</p>	<p>We are learning to create an expressive portrait.</p>	<p>We are learning to modify an expressive portrait.</p>	<p>We are learning to create expressive portrait photographs.</p>	<p>We are learning to modify digital photographs</p>		
<p><b>DT</b></p>	<p>Mechanical Systems (Vehicles)</p>												
<p><b>PE</b></p>	<p>Send and Return Unit 1 and 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a>)</p>							<p>Run Jump Throw Unit 1 and 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a>)</p>					
<p><b>PSHCE</b></p>	<p>Taught in 2<sup>nd</sup> half of term</p>							<p><b>RHSE</b> KS1, Module 2, Unit 2, Session 2 Treat others well... (TT)</p>	<p><b>RHSE</b> KS1, Module 2, Unit 2, Session 3 ...and say sorry (TT)</p>	<p><b>RHSE</b> KS1, Module 1, Unit 2, Session 2 Girls and Boys (TT)</p>	<p><b>RHSE</b> KS1, Module 2, Unit 3, Session 2 Good secrets and bad secrets (TT)</p>	<p><b>RHSE</b> KS1, Module 2, Unit 3, Session 3 Physical Contact (TT)</p>	
<p><b>Computing</b></p> <p>Creating Media-making music</p>	<p>To explain how music can make us feel.</p>	<p>To identify that there are patterns in music.</p>	<p>To describe how music can be used in different ways.</p>	<p>To show how music is made from a series of notes.</p>	<p>To create music for a purpose.</p>	<p>To review and refine our computer work.</p>		<p>Taught in 1<sup>st</sup> half of term</p>					
<p><b>Spanish</b></p>	<p>Food</p>	<p>Food</p>	<p>Food</p>	<p>The Weather</p>	<p>The Weather</p>	<p>Retrieval Practice</p>		<p>Family</p>	<p>Family</p>	<p>Feelings</p>	<p>Feelings</p>	<p>The date (Retrieval of days and months)</p>	

<b>Music</b>	<b>Unit 9 Rhythm</b> Finding the pulse	Finding the pulse	Finding the pulse in a song	Finding the pulse in a song	Exploring the difference between pulse and rhythm	Exploring the difference between pulse and rhythm		Using symbols to represent sounds	Using symbols to represent sounds	Recognising musical symbols	Recognising musical symbols	Composing a rhythm
<b>Food Tech</b>	Stuffed potato skins											

## Y3 Curriculum Map      Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English texts and genre</b>	<b>Comp</b>	<b>Narrative</b> The Frog Prince Continued (Jon Scieszka)			<b>Narrative</b> Grace and Family (Mary Hoffman and Caroline Birch)		Whole School Project Week	<b>Narrative</b> Grace and Family	<b>Narrative</b> The Julian Stories (Ann Cameron) Comp	<b>Poetry</b> Hot Like Fire (Valerie Bloom)		
<b>Reading Lesson text</b>	The Frog Prince Continued... By John Scieszka				Grace and Family (Mary Hoffman and Caroline Birch)			The Julian Stories (Ann Cameron)			Hot like fire By Valerie Bloom (Poetry)	
<b>Story Time</b>	The Ice Bear (Jackie Morris) Ariki and the Giant Shark (Nicola Davies) A Dollop of Ghee and a Pot of Wisdom (Chitra Soundar) Ada Twist, Scientist (Andrea Beaty)							My Funny Family (Chris Higgins) Classic Fairy Tales (Berlie Doherty) The Little Black Fish (Samad Behrangi)				
<b>Poetry recital</b>	In a Dark, Dark Wood (traditional –anon)											
<b>Maths</b>	Number: Place value			Number: Addition and Subtraction				Number: Addition and Subtraction		Number: Multiplication and Division Subtraction		
<b>R.E</b>	What is the Bible's 'Big story'?							How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas?				
<b>Visits / Visitors</b>	<b>Science: Visit to Natural History Museum, 'Dino Scene Investigation' workshop</b> <a href="https://www.nhm.ac.uk/events/schools-dino-scene-investigation.html">https://www.nhm.ac.uk/events/schools-dino-scene-investigation.html</a> Cromwell Road, London, SW7 5BD <b>History: Visit in school from History Off The Page: 'Early Man' workshop</b> <a href="http://www.historyoffthepage.co.uk">www.historyoffthepage.co.uk</a> OR <b>History: Visit in school from Historic Workshops: 'Stone Age' workshop</b> <a href="https://www.historicworkshops.com/stone-age-workshop.html">https://www.historicworkshops.com/stone-age-workshop.html</a>  <b>Financial skills for learning: Super Supper Challenge</b> <a href="mailto:educationteam@hsbc.com">educationteam@hsbc.com</a>							<b>English: Visitor in school - Author visit – Valerie Bloom</b> <a href="https://valeriebloom.co.uk/tag/school-visit/">https://valeriebloom.co.uk/tag/school-visit/</a> <b>Science: Visitor in school from Francis Crick institute, 'Sounds like fun' workshop</b> <a href="https://www.crick.ac.uk/partnerships/education-outreach">https://www.crick.ac.uk/partnerships/education-outreach</a> OR <b>Science: Science Museum – Forces focus Wonder Lab</b> <a href="https://www.sciencemuseum.org.uk/groups/wonderlab-school-info">https://www.sciencemuseum.org.uk/groups/wonderlab-school-info</a>				
<b>Science</b>	<b>Rocks</b> We are learning to compare and group rocks based on appearance.	<b>Rocks</b> We are learning to compare and group rocks by physical properties (hardness).	<b>Rocks</b> We are learning to compare and group rocks by physical properties (permeability).	<b>Rocks</b> We are learning to understand how rocks change over time.	<b>Rocks</b> We are learning to describe how fossils are formed.	<b>Rocks</b> We are learning to recognise what soil is made from.		<b>Animals including humans</b> We are learning that animals, including humans, get nutrition from what they eat.	<b>Animals including humans</b> We are learning that animals, including humans, need the right types and amount of nutrition.	<b>Animals including humans</b> We are learning to understand the functions of the skeleton.	<b>Animals including humans</b> We are learning to identify and group animals with and without skeletons.	<b>Animals including humans</b> We are learning to understand the functions of muscles.

<b>History</b> Stone Age Britain	We are learning to know the time and place of the Stone Age in Britain	We are learning to understand what life was like in the Palaeolithic and Mesolithic periods (hunter gatherers)	We are learning to understand what life was like in the Neolithic period (tools and farming)	We are learning to understand what life was like in the Neolithic period (homes)	We are learning to understand what stone circles, henges and barrows might have been used for	We are learning to explain how life changed from the Old Stone Age to the New Stone Age	Taught in 1 <sup>st</sup> half of term					
<b>Geography</b>  What are landscapes and climates like around the world?	Taught in 2 <sup>nd</sup> half of term											
<b>Art and design</b>	<b>Drawing (Key Skills and Techniques)</b> We are learning to draw a cartoon strip.	We are learning to create and draw using our imagination.	We are learning to draw our school buildings.	We are learning to design a seat.	We are learning to draw portraits in the style of Arcimboldo.		<b>Painting (Patterns)</b> We are learning to explore making different patterns.	We are learning to explore making different patterns.	We are learning to create art using patterns and dots.	We are learning to contribute to a shared piece of art.		
<b>DT</b>	Mechanical Systems (Moving Monsters)											
<b>PE</b>	Netball (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )						Football (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )					
<b>PSHCE in addition to the weekly lesson</b>							Whole School Project Week-Equality Studies Anti-bullying week					
<b>PSHCE weekly lesson</b>	To understand what food groups make up meals. (Healthy Meals)	To explain how food choices can contribute to tooth decay. (Healthy Meals)	To learn about how feelings and emotions change and what helps people to	Learn about getting help, advice and support with feelings and emotions.	To develop an awareness and definition of bullying and unkindness.	To explore ways of resolving conflict. (Respectful relationships)	Taught in 1 <sup>st</sup> half of term					

			feel good. (Mental wellbeing)	(Mental wellbeing)	(Mental wellbeing)								
<b>Computing</b>	Taught in 2 <sup>nd</sup> half of term							To explain how digital devices function	To identify input and output devices	To recognise how digital devices can change the way that we work	To explain how a computer network can be used to share information	To explore how digital devices can be connected	To recognise the physical components of a network
<b>Spanish</b>	Greeting and phonics	All about me	Colours	Numbers – 1 - 31	Numbers – 1 - 31	Retrieval practice		Days of the Week	Months of the Year	The date	Seasons	Christmas	
<b>Music</b>	<b>Unit 1 Pulse and Metre 1</b> Understanding pulse and rhythm	Exploring 4 beats in a bar	Exploring 2 beats in a bar	Exploring 3 beats in a bar	Exploring 6 beats in a bar	Recognising time signatures		<b>Unit 2</b> Body percussion basics	Exploring different sounds	Combine: Lesson 3; Developing body percussion (Part 1) Lesson 4: Developing body percussion (Part 2)	Composing a body percussion piece	Compose and perform your body percussion piece	
<b>Food Tech</b>	Tabbouleh Salad												

## Y3 Curriculum Map Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	<b>Narrative</b> Mufaro's Beautiful Daughters (John Steptoe)				<b>Non-fiction</b> Reports about changes from the Stone Age to the Bronze Age (linked to history)		Whole School Project Week	<b>Non-fiction cont.</b>	<b>Narrative</b> Aesop's Fables		<b>Narrative creating stories</b> Adventure/mystery stories Superheroes		
<b>Reading Lesson text</b>	Mufaro's Beautiful Daughters (John Steptoe)				Stig of the Dump (Clive King)			Stig of the Dump cont.	Aesop's Fables				
<b>Story Time</b>	African Tales (Gcina Mhlophe) Charlotte's Web (E B White)							Arthur and the Golden Rope (Joe Todd-Stanton) How the Stars Came to Be (Poonam Mistry) Lob (Linda Newbery)					
<b>Poetry recital</b>	A Poem to be Spoken Silently by Pie Corbett												
<b>Maths</b>	Number: Multiplication and Division			Measurement: Length and Perimeter				Number: Fractions			Measurement: Mass and Capacity		
<b>R.E</b>	Judaism – What does it mean to be Jewish?							Who is the most important person in the Easter story?					
<b>Visits / Visitors</b>	<b>Visit to the British Museum 'Pre history workshop'</b> <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/school-workshop-prehistory">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/school-workshop-prehistory</a> <b>OR</b> <b>Self-guided prehistoric Britain tour at the British Museum, using published materials</b> <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/visit-resource-prehistoric-britain">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/visit-resource-prehistoric-britain</a> <b>RE: Visitor from Judaism for Schools</b>							<b>Computing: Visitor from Camden Learning Centre (CLC), 'Creating media – Stop frame animation' workshop OR Programming B Events and Actions workshop</b> <b>OR</b> <b>Visit to the CLC – Programming Lego WeDo workshop</b> <a href="https://camdenlearning.org.uk/school-improvement/camden-learning-centre/">https://camdenlearning.org.uk/school-improvement/camden-learning-centre/</a> <b>RE: Visit to parish church for Stations of the Cross</b>					
<b>Science</b>	<b>Forces and Magnets</b> We are learning to understand how things move.	<b>Forces and Magnets</b> We are learning to compare how things move on different surfaces.  (Part 1)	<b>Forces and Magnets</b> We are learning to compare how things move on different surfaces.  (Part 2)	<b>Forces and Magnets</b> We are learning to observe how magnetic force can act at a distance to attract or repel.	<b>Forces and Magnets</b> We are learning to investigate which everyday materials are magnetic.	<b>Forces and Magnets</b> We are learning to understand how two magnets attract or repel each other.		<b>Light</b> We are learning to recognise that we need light to see and that dark is the absence of light.	<b>Light</b> We are learning to understand that light is reflected from surfaces.	<b>Light</b> We are learning to understand how shadows are formed.	<b>Light</b> We are learning to investigate how the size of shadows can change.	<b>Light</b> We are learning how to stay safe in the sun.	

<b>History</b> The Bronze and Iron Age in Britain	We are learning to know the time and place of the Bronze Age and Iron Age in Britain	We are learning to understand why metal was an improvement on stone for making tools and weapons	We are learning to compare Stone Age and Iron Age homes	We are learning to know who the Celts were and how they lived	We are learning to explain how life changed for people from the Stone age to the Iron Age	We are learning to explain how life changed for people from the Stone age to the Iron Age	Taught in 1 <sup>st</sup> half of term	
<b>Geography</b>  What is it like to live in the countryside?	Taught in 2 <sup>nd</sup> half of term							We are learning to understand what a village is We are learning how villages have changed over time We are learning to understand why and how people use maps We are learning how to protect wildlife We are learning about the importance of conservation
<b>Art and design</b>	<b>Sculpture (Houses)</b> We are learning to investigate houses and their exterior properties.	We are learning to create surface texture on clay.	We are learning to make a clay relief.	We are learning to add details of pattern and texture to clay.	We are learning to add colour to clay.			<b>Printing (Investigating Ways to Print)</b> We are learning to make plaster-cast prints. We are learning to make folded mono-prints. We are learning to use the marbling technique on paper. We are learning to print using a pounce. We are learning to make prints using a range of objects.
<b>DT</b>	Electrical Systems (Light up Signs)							
<b>PE</b>	Gymnastics unit 1 and 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )							Dance unit 1 and 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) Swimming – Intensive daily lessons
<b>PSHCE in addition to weekly lesson</b>								Whole School Project Week- Keeping Safe Studies
<b>PSHCE</b>	To learn the definition of a vaccination, how the immune system	To learn the definition of a drug and that drugs (including medicines	To learn about the effects and risks of smoking tobacco and second-hand smoke.	To explore family differences and challenge stereotyping about families.	To identify the qualities of a good friend (Caring friendships)	To learn and explore what identity is and what makes everyone unique and		Taught in 1 <sup>st</sup> half of term

	functions and how they work to keep us healthy. (Health and Prevention)	) can be harmful to people. (Drugs, alcohol and tobacco)	(Drugs, alcohol and tobacco)	(Families and people who care for me)		special. (Respectful relationships)					
<b>Computing</b>  Creating Media – <i>Desktop publishing</i>	Taught in 2 <sup>nd</sup> half of term						To recognise how text and images convey information	To recognise that text and layout can be edited	To choose appropriate page settings	To add content to a desktop publishing publication	To consider how different layouts can suit different purposes
<b>Spanish</b>	My family	Animals	Our bodies	Clothes	Clothes	Retrieval Practice	The School	Pencil case	Classroom	Living in a city	Easter Celebrations
<b>Music</b>	<b>Unit 3 Rhythm</b> Understanding pulse and rhythm	Basic notation	Reading simple rhythms	Developing rhythm reading	Composing rhythms	Performing rhythms	<b>Unit 4 Pitch</b> What is pitch?	Combine: Lesson 2: High sounds Lesson 3: Low sounds	Low and high sounds	Following the pitch	Creating high and low sounds
<b>Food Tech</b>	Tip-top Tuna Tarts										

## Y3 Curriculum Map Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	<b>Non-fiction</b> Ancient Egyptians (linked to history)				<b>Author study – recounts</b> The Twits (Roald Dahl)		Whole School Project Week	<b>Author study cont.</b>	<b>Narrative - recounts</b> Diary of a Killer Cat (Anne Fine)				
<b>Reading Lesson text</b>	Non-fiction texts linked to Ancient Egyptians History unit				The Twits by Roald Dahl			The Twits cont.	Diary of a Killer Cat (Anne Fine)				
<b>Story Time</b>	Ronja the Robber's Daughter (Astrid Lindgren) Leon and the Place Between (Angela McAllister) The Real Boat (Marina Aromshtam)							Bill's New Frock (Anne Fine) The Day You Begin (Jacqueline Woodson)					
<b>Poetry recital</b>	On the Ning Nang Nong by Spike Milligan												
<b>Maths</b>	Number: Fractions		Measurement: Money		Measurement: Time			Measurement: Time	Geometry: Shape		Statistics		
<b>R.E</b>	Buddhism – What did the Buddha teach his followers about life?							Who is Jesus?					
<b>Visits / Visitors</b>	<b>History: Visit to the British Museum – Excavation in Egypt workshop</b> <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/school-workshop-excavation-egypt">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/school-workshop-excavation-egypt</a> <b>OR</b> <b>Petrie Museum of Egyptian Archaeology</b> <a href="https://www.ucl.ac.uk/culture/petrie-museum">https://www.ucl.ac.uk/culture/petrie-museum</a>							<b>RE: Visit to or Visitor from Wintershall: The life of Christ</b> <a href="https://www.wintershall.org.uk/life-christ-school-leaders">https://www.wintershall.org.uk/life-christ-school-leaders</a>					
<b>Science</b>	<b>Plants</b> We are learning to identify different parts of plants (including flowering plants).	<b>Plants</b> We are learning to understand the function of the roots and stem/trunk of a plant.	<b>Plants</b> We are learning to understand the function of the leaves of a plant.	<b>Plants</b> We are learning to investigate what plants need for life and growth.  (Part 1)	<b>Plants</b> We are learning to investigate how water is transported within plants.	<b>Plants</b> We are learning to investigate what plants need for life and growth.  (Part 2)		<b>Plants</b> We are learning to describe the life cycle of a flowering plant.	<b>Plants</b> We are learning to identify different parts of a flower and describe their function.	<b>Plants</b> We are learning to explain how plants are pollinated.	<b>Plants</b> We are learning to explain how seeds are formed and dispersed.	<b>Plants</b> We are learning to understand how different plants have different requirements to grow.	
<b>History Ancient Civilisations: Egypt</b>	We are learning to know the time and place of the earliest civilisations	We are learning to explain why the River Nile was so important in Ancient Egypt	We are learning to understand the religious beliefs of people in Ancient Egypt	We are learning to understand how and why the pyramids were built	We are learning to understand how historians use evidence make deductions	We are learning to explain some of the greatest achievements of the Ancient Egyptians		Taught in 1 <sup>st</sup> half of term					

<p><b>Geography</b></p> <p>What are the geographical features of Scotland and South America?</p>	<p>Taught in 2<sup>nd</sup> half of term</p>							<p>We are learning to understand key features of Scotland</p>	<p>We are learning about the capital city of Edinburgh</p>	<p>We are learning about rural life in Scotland</p>	<p>We are learning to find the human and geographical features of South America</p>	<p>We are learning about human and geographical features of Chile</p>	<p>We are learning about the Galapagos Islands</p>
<p><b>Art and design</b></p>	<p><b>Collage and Textiles (Stitching and Animal Collages)</b> We are learning to understand the significance of textiles in other cultures.</p>	<p>We are learning to stitch.</p>	<p>We are learning to make a collage.</p>	<p>We are learning to make collages out of newspaper.</p>			<p><b>Digital Media (Exploring Digital Images)</b> We are learning to create a digital collage.</p>	<p>We are learning to alter images and explore scale and composition.</p>	<p>We are learning to alter images to create an original design based on traditional Greek art.</p>	<p>We are learning to alter images in the style of Andy Warhol.</p>	<p>We are learning to create a digital still-life collage.</p>		
<p><b>DT</b></p>	<p>Structures (Making Mini Greenhouses)</p>												
<p><b>PE</b></p>	<p>Athletics (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a>) Rounders</p>							<p>Tennis (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a>)</p>			<p>Swimming – Intensive daily lessons</p>		
<p><b>PSHCE</b></p>	<p>Taught in 2<sup>nd</sup> half of term</p>							<p><b>RHSE</b> LKS2, Module 1, Unit 2, Session 1 We don't have to be the same (TT)</p>	<p><b>RHSE</b> LKS2, Module 1, Unit 3, Session 1 What am I feeling? (TT)</p>	<p><b>RHSE</b> LKS2, Module 1, Unit 3, Session 2 What am I looking at? (TT)</p>	<p><b>RHSE</b> LKS2, Module 1, Unit 3, Session 3 I am thankful (TT)</p>	<p><b>RHSE</b> LKS2, Module 2, Unit 2, Session 1 Friends, family and others (TT)</p>	
<p><b>Computing</b></p> <p>Programming A : <i>Sequencing sounds</i></p>	<p>To explore a new programming environment.</p>	<p>To identify that commands, have an outcome.</p>	<p>To explain that a program has a start.</p>	<p>To recognise that a sequence of commands can have an order.</p>	<p>To change the appearance of my project.</p>	<p>To create a project from a task description.</p>		<p>Taught in 1<sup>st</sup> half of term</p>					
<p><b>Spanish</b></p>	<p>Weather</p>	<p>Weather</p>	<p>Food</p>	<p>Food</p>	<p>Food</p>	<p>Retrieval Practice</p>		<p>Ways of transportation</p>	<p>Ways of transportation</p>	<p>Sports</p>	<p>Feelings</p>	<p>Summer</p>	

<b>Music</b>	<b>Unit 5 Texture</b> Thin or rich textures	Monophonic texture	Homophonic texture	Polyphonic texture	Melody and Accompaniment	Mixing textures		<b>Unit 6 Musical processes</b> Ostinati - repeating patterns	Vocal ostinati - repeating patterns using our voices	Instrumental ostinati - ground bass	Introducing musical drones	Drones and pedal notes
<b>Food Tech</b>	Super Veggie Spring Rolls											

## Y4 Curriculum Map      Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	<b>Narrative</b> The Wolves in the Walls (Neil Gaiman)				<b>Non-fiction – Explanations</b> Animals including humans (linked to science)		Whole School Project Week	<b>Non-fiction cont.</b>	<b>Narrative</b> Tales Told in Tents (Sally Pomme Clayton)				
<b>Reading Lesson text</b>	The Wolves in the Walls (Neil Gaiman)				<b>Non-fiction – Explanations</b> Animals including humans (linked to science)			Science topic books (living things)	Tales told in Tents (Short stories and poems from Central Asia)				
<b>Story Time</b>	One Dog and his Boy (Eva Ibbotson) Jemmy Button (Jennifer Uman) The Poet's Dog (Patricia MacLachlan)							The Boy at the Back of the Class (Onjali Q. Raúf) Moon Man (Tomi Ungerer)					
<b>Poetry recital</b>	Winter by Judith Nicholls												
<b>Maths</b>	Number: Place value				Number: Addition and Subtraction			Number: Addition and Subtraction	Measurement: Area	Number: Multiplication and Division			
<b>R.E</b>	How did belief in God affect the actions of people from the Old Testament?							Is the Christmas message of peace still relevant to today's world?					
<b>Visits / Visitors</b>	<b>History: Visitor in school - History Off The Page: 'Ancient Greece'</b> <a href="http://www.historyoffthepage.co.uk">http://www.historyoffthepage.co.uk</a> <b>OR</b> <b>History: Visitor in school - Historic Workshops: 'Ancient Greece'</b> <a href="https://www.historicworkshops.com/ancient-greek-workshop.html">https://www.historicworkshops.com/ancient-greek-workshop.html</a>  <b>Financial skills for work: Household Budgeting</b> <a href="mailto:educationteam@hsbc.com">educationteam@hsbc.com</a>							<b>Art: Visit to the National Gallery – Places and Spaces tour</b> <a href="https://www.nationalgallery.org.uk/learning/primary-schools/tours-and-storytelling">https://www.nationalgallery.org.uk/learning/primary-schools/tours-and-storytelling</a> <b>OR</b> <b>Visit to the Wallace Collection – Landscapes and Seascapes</b> <a href="https://www.wallacecollection.org/learn/teachers-and-schools/primary-schools/">https://www.wallacecollection.org/learn/teachers-and-schools/primary-schools/</a>  <b>Science: Visitor in school from Francis Crick institute, 'Sounds like fun' workshop</b> <a href="https://www.crick.ac.uk/partnerships/education-outreach">https://www.crick.ac.uk/partnerships/education-outreach</a>  <b>Geography: Visitor in school from Thames Explorer Trust Outreach – RIVERS</b> <a href="https://thames-explorer.org.uk/schools-programme/">https://thames-explorer.org.uk/schools-programme/</a> <b>OR</b> <b>Thames Explorer Trust Online learning – RIVERS</b> <a href="https://thames-explorer.org.uk/school-trips/rivers-and-environmental-issues-via-zoom/">https://thames-explorer.org.uk/school-trips/rivers-and-environmental-issues-via-zoom/</a>					

<b>Science</b>	<b>Animals including humans</b> We are learning to recognise the main body parts that make up the digestive system.	<b>Animals including humans</b> We are learning to understand the functions of the body parts that make up the digestive system.	<b>Animals including humans</b> We are learning to identify different types of human teeth and their functions.	<b>Animals including humans</b> We are learning to investigate how sugar can damage teeth. (Part 1)	<b>Animals including humans</b> We are learning to investigate how sugar can damage teeth. (Part 2)	<b>Animals including humans</b> We are learning to recognise producers, predators and prey.		<b>Animals including humans</b> We are learning to construct and interpret food chains.	<b>Living things and their habitats</b> We are learning to recognise that living things can be grouped in a variety of ways – flowering/ non-flowering plants.	<b>Living things and their habitats</b> We are learning to recognise that living things can be grouped in a variety of ways-vertebrate groups.	<b>Living things and their habitats</b> We are learning to choose criteria that can be used to group living things.	<b>Living things and their habitats</b> We are learning to explore and use classification keys – vertebrate/ invertebrate groups.	
<b>History</b>  Ancient Greece	We are learning to know the time and place of Ancient Greece	We are learning to understand Athenian democracy	We are learning to understand the contributions the Ancient Greeks made to maths, philosophy and medicine.	We are learning to describe entertainment in Ancient Greece	We are learning to know about architecture in Ancient Greece	We are learning to explain how the Ancient Greeks influenced us today		Taught in 1 <sup>st</sup> half of term					
<b>Geography</b>  1.How do rivers and the coast shape the landscape?  2.What is the weather like around the world?	Taught in 2 <sup>nd</sup> half of term							1.We are learning to understand what the coast is like	We are learning to understand the different animals and plants at the coast and how people look after the coast	We are learning to describe rivers	We are learning how people use rivers	2.We are learning to understand how weather affects us	We are learning to understand how to record the weather
<b>Art and design</b>	<b>Drawing (Key Skills)</b> We are learning to draw a	We are learning to sketch an	We are learning to draw	We are learning to draw	We are learning to			<b>Painting (Land-scapes)</b> We are learning to colour and	We are learning to compose a	We are learning to paint a	We are learning to paint a	We are learning to paint a	

	<b>and Techniques)</b> We are learning to draw homes.	pictorial map.	object from the inside to the outside edge.	portraits using our imagination	design an award.			We are learning about landscapes	texture of paint.	range of landscapes.	landscape using water-colours.	landscape inspired by the Fauve artists.	
<b>DT</b>	Electrical Systems (Torches)												
<b>PE</b>	Basketball (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )								Football (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )				
<b>PSHCE in addition to weekly lesson</b>								Whole School Project Week-Equality Studies Anti-bullying Week					
<b>PSHCE weekly lesson</b>	To understand that food gives us energy. (Healthy eating)	To learn that medicines can be used to manage and treat medical conditions such as asthma. (Health and prevention)	To learn about the effects and risks of drinking alcohol. (Drugs, alcohol and tobacco)	To understand that infection can be spread through unclean hands and that handwashing can prevent the spread of infection. (Health and prevention)	To learn that infection can spread through sneezing and coughing and how to prevent this spread. (Health and prevention)	To learn about prejudice and how discrimination can affect people. (Respectful relationships)		Taught in 1 <sup>st</sup> half of term					
<b>Computing</b>  Creating Media- <i>Audio editing</i>	Taught in 2 <sup>nd</sup> half of term							To identify that sound can be digitally recorded.	To use a digital device to record sound.	To explain that a digital recording is stored as a file.	To explain that audio can be changed through editing.	To show that different types of audio can be combined and played together.	To evaluate editing choices made.
<b>Spanish</b>	Greeting and phonics	All about me	Colours	Numbers – 1 - 50	Calendar	Seasons		Time	Time	Animals	Animals	Christmas	
<b>Music</b>	<b>Unit 7 Pulse and Metre</b>	Understanding pulse and rhythm	Exploring 4 beats and 2	Exploring 4 beats and 2	Exploring 3 beats in a bar	Exploring 3 beats in a bar		Exploring 6 beats in a bar	Exploring 6 beats in a bar	Exploring 5 beats in a bar	Exploring 5 beats in a bar	Recognising time signatures	

	Understand ing pulse and rhythm		beats in a bar	beats in a bar								
<b>Food Tech</b>	Bruschetta											

## Y4 Curriculum Map Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English texts and genre</b>	<b>Narrative</b> I was a Rat! (Philip Pullman)				<b>Poetry</b> Creating images (a range of poetry anthologies)		Whole School Project Week	<b>Narrative</b> The Iron Man (Ted Hughes)				
<b>Reading Lesson text</b>	I was a Rat! (Philip Pullman)				The Mousehole Cat (Antonia Barber)			The Iron Man (Ted Hughes)				
<b>Story Time</b>	Danny the Champion of the World (Roald Dahl) Planet Omar: Accidental Trouble Magnet (Zanib Mian)							The Eye of the Wolf (Daniel Pennac) The Fastest Boy in the World (Elizabeth Laird)				
<b>Poetry recital</b>	Don't Do That by Michael Rosen											
<b>Maths</b>	Number: Multiplication and Division			Measurement: Length and Perimeter	Number: Fractions			Number: Fractions		Number: Decimals		
<b>R.E</b>	Hinduism – How do Hindus worship?							What is Holy Communion and how does it build a Christian community?				
<b>Visits / Visitors</b>	<b>Visit to the London Mithraeum On-site facilitated workshop</b> <a href="https://www.londonmithraeum.com/schools/">https://www.londonmithraeum.com/schools/</a> <b>OR if unavailable:</b> <b>Visit to the British Museum – School presentation How Roman was Roman Britain?</b> <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/school-presentation-how-roman-was-roman-britain">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/school-presentation-how-roman-was-roman-britain</a>							<b>Computing: Visitor from Camden Learning Centre (CLC), 'Creating media – Music technology workshop OR Programming B Repetition in games workshop OR Visit to the Camden Learning Centre (CLC), Programming 'Lego WeDo'</b> <a href="https://camdenlearning.org.uk/school-improvement/camden-learning-centre/">https://camdenlearning.org.uk/school-improvement/camden-learning-centre/</a>				
<b>Science</b>	<b>States of matter</b> We are learning to recognise the properties of solids, liquids and gases.	<b>States of matter</b> We are learning to compare and group materials – solids, liquids and gases.	<b>States of matter</b> We are learning to investigate how temperature affects the rate of ice melting.	<b>States of matter</b> We are learning to identify how evaporation and condensation are part of the water cycle.	<b>States of matter</b> We are learning to investigate how temperature affects the rate of evaporation.	<b>Living things and their Habitats</b> We are learning to identify and name living things in the local environment.  (Part 1)		<b>Sound</b> We are learning to identify how sounds are made.	<b>Sound</b> We are learning to understand how sound travels.	<b>Sound</b> We are learning to find patterns between the pitch of a sound and the object that produced it.	<b>Sound</b> We are learning to find patterns between the volume of a sound and the vibrations that produced it.	<b>Sound</b> We are learning to investigate how the volume of sound changes based on the distance from the sound source.
<b>History</b> The Romans in Britain	We are learning to know the time and	We are learning to understand why the	We are learning to understand the	We are learning to know what a typical town in	We are learning to understand why	We are learning to explain the impact the		Taught in 1 <sup>st</sup> half of term				



<b>Computing</b> Computing systems and networks- <i>The Internet</i>	Taught in 2 <sup>nd</sup> half of term							Connecting Networks	What is the internet made of?	Sharing information	Who owns the web	Can I believe what I read?
<b>Spanish</b>	My family	Animals	Our bodies	Clothes	Clothes	Retrieval Practice		The School	Around school	School subjects (instructions)	Around the house	Easter Celebrations
<b>Music</b>	<b>Unit 8 Timbre</b> Exploring percussion	Exploring percussion	Home percussion	Home percussion	Body Percussion (Part 1)	Body Percussion (Part 1)		Body Percussion (Part 2)	Body Percussion (Part 2)	Beatboxing basics	Beatboxing basics	Developing beatboxing
<b>Food Tech</b>	Yogurt Fruit Smoothies											

## Y4 Curriculum Map Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English texts and genre</b>	<b>Narrative</b> Odysseus (Hugh Lupton, Daniel Morden, Christina Balit)				<b>Poetry</b> A year full of poems (Michael Harrison)		Whole School Project Week	<b>Narrative</b> The Lost Happy Endings (Carol Ann Duffy)			<b>Non-Fiction – reports and explanation texts</b> Rivers and Mountains	
<b>Reading Lesson text</b>	Odysseus (Hugh Lupton, Daniel Morden, Christina Balit)				A Year Full of Poems by Michael Harrison & Christopher Stuart Clark			The Lost Happy Endings (Carol Ann Duffy)			Geography topic books	
<b>Story Time</b>	The Wild Robot (Peter Brown) The Borrowers (Mary Norton)							Emil and the Detectives (Erich Kästner) The Day of Ahmed's Secret (Florence Parry Heide) Tales of Hans Christian Andersen (Hans Christian Andersen)				
<b>Poetry recital</b>	The Wind by Christina Rossetti											
<b>Maths</b>	Number: Decimals		Measurement: Money		Measurement: Time			Geometry: Properties of Shape		Statistics	Geometry: Position and Direction	
<b>R.E</b>	Hinduism - What does it mean to be a Hindu?							Why is liturgy important to many Christians?				
<b>Visits / Visitors</b>	<b>Science: Visit to Hampstead Heath – ‘Classify that’ workshop</b> <a href="https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx">https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx</a>  <b>Computing: Visitor from Camden Learning Centre (CLC), ‘Programming B: Repetition in Games’ workshop</b> <a href="https://camdenlearning.org.uk/school-improvement/camden-learning-centre/">https://camdenlearning.org.uk/school-improvement/camden-learning-centre/</a>							<b>English: Visitor, Young Shakespeare Company, ‘Midsummer Night’s Dream’ workshop</b> <a href="https://youngshakespeare.org.uk/">https://youngshakespeare.org.uk/</a> <b>OR if unavailable</b> <b>English: Visit to or Visitor from the Globe Theatre (if Young Shakespeare Company unavailable)</b> <a href="https://www.shakespearesglobe.com/learn/schools-and-teachers/primary-schools/primary-workshops-and-tours/">https://www.shakespearesglobe.com/learn/schools-and-teachers/primary-schools/primary-workshops-and-tours/</a>  <b>RE: Visitor – priest in school or church visit to learn about liturgy</b>				
<b>Science</b>	<b>Living things and their habitats</b> We are learning to identify and name living things in the local environment and how these change	<b>Living things and their habitats</b> We are learning to explore and use classification keys to identify living things in our local	<b>Living things and their habitats</b> We are learning to explore the positive impact humans can have on the environment.	<b>Living things and their habitats</b> We are learning to explore the negative impact humans can have on the environment.	<b>Living things and their habitats</b> We are learning to research the impact of environmental changes on animals.	<b>Living things and their habitats</b> We are learning to explain the impact of environmental changes on animals.		<b>Electricity</b> We are learning to identify appliances that run on electricity.	<b>Electricity</b> We are learning to construct and record simple electrical circuits.	<b>Electricity</b> We are learning to identify whether or not a lamp will light in a simple circuit.	<b>Electricity</b> We are learning to understand the role of switches in an electrical circuit.	<b>Electricity</b> We are learning to recognise and test common conductors and insulators.

	throughout the year. (Part 2)	environment.										
<b>History</b> The Anglo Saxons in Britain	We are learning to know the time and place of Anglo Saxon Britain	We are learning to understand how the Anglo Saxons settled in Britain	We are learning to understand daily life in Anglo Saxon Britain	We are learning to understand the influence of Anglo Saxons on religious beliefs	We are learning to analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.	We are learning to explain who Alfred the Great was.	Taught in 1 <sup>st</sup> half of term					
<b>Geography</b> 1.What are the geographical features of Germany? 2.What are the geographical features of North America?	Taught in 2 <sup>nd</sup> half of term						1.We are learning to locate Germany using an atlas	We are learning to understand the importance of the river Rhine	We are learning to understand how land use has changed over time	2.We are learning to identify physical features of North America	We are learning about Canada	We are learning about the Rocky Mountains
<b>Art and design</b>	<b>Collage and Textiles (Plants and Patterns)</b> We are learning to re-create the textures of the rainforest.	We are learning to work collaboratively to create a collage.	We are learning to investigate costume and textiles.	We are learning to decorate fabric.			<b>Digital Media (Layers)</b> We are learning to create a digital collage.	We are learning to alter images and explore scale and composition	We are learning to alter images to create an original design based on traditional Greek art	We are learning to alter images in the style of Andy Warhol	We are learning to create a digital still-life collage.	
<b>DT</b>	Mechanical Systems (Storybooks)											
<b>PE</b>	Athletics (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) Cricket						Tennis (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )					

<b>PSHCE</b>	Taught in 2 <sup>nd</sup> half of term							<b>RHSE</b> LKS2, Module 1, Unit 2, Session 3 What is puberty? (TT)	<b>RHSE</b> LKS2, Module 1, Unit 2, Session 4 Changing bodies (TT)	<b>RHSE</b> LKS2, Module 2, Unit 2, Session 2 When things feel bad (TT)	<b>RHSE</b> LKS2, Module 2, Unit 3, Session 3 Physical contact (TT)	<b>RHSE</b> LKS2, Module 1, Unit 4, Session 1 Life Cycles (TT)
<b>Computing</b> Programmin g A: <i>Repetition in shapes</i>	To identify that accuracy in programmin g is important.	To create a program in a text- based language.	To explain what 'repeat' means.	To modify a count- controlled loop to produce a given outcome.	To decompose a task into small steps.	To create a program that uses count- controlled loops to produce a given outcome.		Taught in 1 <sup>st</sup> half of term				
<b>Spanish</b>	The Weather	The Weather	Spain in the world	Food	Food	Retrieval Practice		Transport	Hobbies	Routines and times	Routines and times	How do you feel?
<b>Music</b>	<b>Unit 9 Rhythm</b> Pulse and rhythm	Pulse and rhythm	Improvising rhythmic patterns	Improvising rhythmic patterns	Improvising in a piece of music	Improvising in a piece of music		Using call and response in Samba music	Using call and response in Samba music	Improvising in a Samba style	Improvising in a Samba style	Summarisin g your learning on improvising
<b>Food Tech</b>	Cheeky Sandwich											

## Y5 Curriculum Map      Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English texts and genre</b>	<b>Narrative</b> There's a Boy in the Girl's Bathroom (Louis Sachar)				<b>Poetry</b> I had a Little Cat (Charles Causley)		Whole School Project Week	<b>Narrative</b> Pax (Sara Pennypacker)				
<b>Reading Lesson text</b>	There's a Boy in the Girl's Bathroom (Louis Sachar)				I had a Little Cat (Charles Causley)			Pax (Sara Pennypacker)				
<b>Story Time</b>	Tall Story (Candy Gourlay) The Weight of Water (Sarah Crossan)							Faery Tales (Carol Ann Duffy) The Lion, the Witch and the Wardrobe (C S Lewis)				
<b>Poetry recital</b>	A Liking for the Viking by Celia Warren											
<b>Maths</b>	Number: Place value			Number: Addition and Subtraction		Number: Multiplication and Division		Number: Multiplication and Division		Number: Fractions		
<b>R.E</b>	What do the miracles tell us about Jesus?							How do art and music convey Christmas?				
<b>Visits / Visitors</b>	<b>History: Visitor in school - History Off the page: 'The Vikings'</b> <a href="http://www.historyoffthepage.co.uk">http://www.historyoffthepage.co.uk</a> OR <b>Visitor in school – Historic Workshops: 'The Vikings'</b> <a href="https://www.historicworkshops.com/viking-workshop.html">https://www.historicworkshops.com/viking-workshop.html</a>  <b>Science: Visit to the CRICK Institute, 'chemical changes' workshop</b> <a href="https://www.crick.ac.uk/partnerships/education-outreach">https://www.crick.ac.uk/partnerships/education-outreach</a> OR <b>The Science Museum: Flash Bang Wallop Workshop</b> <a href="https://www.sciencemuseum.org.uk/groups/flash-bang-wallop-school-info">https://www.sciencemuseum.org.uk/groups/flash-bang-wallop-school-info</a>  <b>Financial skills for learning: Savvy Shopping</b> <a href="mailto:educationteam@hsbc.com">educationteam@hsbc.com</a>							<b>Geography: Thames river cruise</b> <a href="https://thames-explorer.org.uk/school-trips/ks2-boat-programme/">https://thames-explorer.org.uk/school-trips/ks2-boat-programme/</a>				
<b>Science</b>	<b>Properties and changes of materials</b> We are learning to compare and group together everyday materials	<b>Properties and changes of materials</b> We are learning to investigate which materials are thermal conductors.	<b>Properties and changes of materials</b> We are learning to give reasons, based on evidence from fair	<b>Properties and changes of materials</b> We are learning to test which materials will dissolve in liquid to form a solution.	<b>Properties and changes of materials</b> We are learning to investigate variables that affect the rate of	<b>Properties and changes of materials</b> We are learning to separate insoluble substances from a mixture and		<b>Properties and changes of materials</b> We are learning to separate soluble substances from a solution and	<b>Properties and changes of materials</b> We are learning to demonstrate that changes of state are	<b>Properties and changes of materials</b> We are learning to explain that some changes result in	<b>Properties and changes of materials</b> We are learning to explain that some changes result in new materials forming and are not usually	<b>Properties and changes of materials</b> We are learning to research how chemists

	based on their properties.		tests, for uses of everyday materials.		sugar dissolving.	demonstrate that <i>mixing</i> is reversible.		demonstrate that <i>dissolving</i> is reversible.	reversible changes.	new materials forming and are not usually reversible – <i>burning</i> .	reversible – <i>mixing</i> .	create new materials.
<b>History</b> The Viking and Anglo Saxon struggle for England	We are learning to know the time and place of the Viking invasion and settlement in Britain	We are learning to understand why the Vikings came to Britain	We are learning to analyse historical sources.	We are learning to explain why Alfred the Great was important for the Anglo-Saxon struggle for Britain	We are learning to explain how the Anglo-Saxons and Vikings struggled for Britain.	We are learning to explain how the Anglo-Saxons and Vikings struggled for Britain.	Taught in 1 <sup>st</sup> half of term					
<b>Geography</b> 1.How do oceans and rivers shape the land? 2.Why does the climate change around the world?	Taught in 2 <sup>nd</sup> half of term						1.We are learning to understand the threats to the ocean environment	We are learning to understand that there are 7 seas and how they are useful	We are learning to understand how rivers shape the land.	We are learning how rivers can be controlled	2.We are learning to understand lines of latitude and longitude	We are learning to understand how the climate changes worldwide
<b>Art and design</b>	<b>Drawing (Skills and Techniques)</b> We are learning to draw in 3D.	We are learning to draw house from the past and present.	We are learning to learn techniques for drawing trees.	We are learning to draw a countryside landscape.	We are learning to draw portraits in different styles and compare them.		<b>Painting (Flowers)</b> We are learning to explore the use of flowers in art. We are learning petal painting techniques.	We are learning to practice painting skills using a variety of tools and techniques	We are learning to draw and paint from observation	We are learning to paint using our imagination	We are learning to reproduce a well-known painting.	

<b>DT</b>	Mechanical Systems (Moving Toys)												
<b>PE</b>	Netball (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )							Football (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )					
<b>PSHCE in addition to weekly lesson</b>								Whole School Project Week-Equality Studies Anti-bullying week Workshop-Modern day slavery Workshop-Anti radicalisation Careers-World of Work- Camden conference					
<b>PSHCE weekly lesson</b>	To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living. (Health and prevention)	To understand gender stereotypes. (Respectful relationships )	To learn how to talk about mental health and wellbeing, who can help us and how to ask for help. (Mental wellbeing)	To explore how and why people are excluded. (Mental wellbeing)	To explore the concept of fairness and how people decide what is fair and unfair. (Respectful relationships )	To explore migration. (Families and people who care for me)		Taught in 1 <sup>st</sup> half of term					
<b>Computing</b>  Creating Media- <i>Vector drawing</i>	Taught in 2 <sup>nd</sup> half of term							To identify that drawing tools can be used to produce different outcomes.	To create a vector drawing by combining shapes.	To use tools to achieve a desired effect.	To recognise that vector drawings, consist of layers.	To group objects to make them easier to work with.	To evaluate my vector drawing.
<b>Spanish</b>	Greeting and phonics	All about me	Colours	Numbers – 1 - 100	Colours and numbers	Retrieval practice		Storytelling	Storytelling	Sports	Hobbies	Shopping	
<b>Music</b>	<b>Unit 10 Duration</b> To understand how to maintain the pulse using the voice and body	To understand the difference between on and off beats	To explore on and off beats in different musical styles	To understand syncopated rhythms	To explore ostinatos	To understand polyrhythms		<b>Unit 11 Timbre</b> To classify instruments	To imitate world percussion using sound sources in the home	To understand the role of percussion in programmatic music	To compose rhythmic ostinato patterns	To structure a piece of music	
<b>Food Tech</b>	Scones												

## Y5 Curriculum Map Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	<b>Narrative Poems</b> The Highway Man (Alfred Noyes)				<b>Non-fiction - non-chronological reports</b> History of London (linked to history)		Whole School Project Week	<b>Non-fiction cont.</b>	<b>Narrative</b> Kensuke's Kingdom (Michael Morpurgo)				
<b>Reading Lesson text</b>	The Highway Man (Alfred Noyes)				History topic books				Kensuke's Kingdom (Michael Morpurgo)				
<b>Story Time</b>	The Sleeping Army (Francesca Simon) High Rise Mystery (Sharna Jackson)								A Wizard of Earthsea (Ursula Le Guin)				
<b>Poetry recital</b>	The Highway Man by Alfred Noyes												
<b>Maths</b>	Number: Multiplication and Division			Number: Fractions		Number: Decimals and Percentages			Number: Decimals and Percentages		Measurement: Perimeter and Area	Statistics	
<b>R.E</b>	Sikhism - How did the first five Sikh Gurus shape Sikhism?								What happens in churches during Lent, Holy Week and Easter Sunday?				
<b>Visits / Visitors</b>	<b>History: Visit to the Foundling Museum</b> <a href="https://foundlingmuseum.org.uk">https://foundlingmuseum.org.uk</a> <b>OR</b> <b>Visit to the Charles Dickens Museum – Explorer tour</b> <a href="https://dickensmuseum.com/blogs/learning-key-stage-two/dickens-explorers">https://dickensmuseum.com/blogs/learning-key-stage-two/dickens-explorers</a>								<b>Computing: Visitor from Camden Learning Centre (CLC), 'Programming A – Selection in physical computing' workshop</b> <b>OR</b> <b>Visit to the Camden Learning Centre (CLC) Robotics Lego EV 3 workshop</b> <a href="https://camdenlearning.org.uk/school-improvement/camden-learning-centre/">https://camdenlearning.org.uk/school-improvement/camden-learning-centre/</a>				
									<b>RE: Visit to Westminster Abbey or St Paul's Cathedral</b> <a href="https://www.westminster-abbey.org/learning">https://www.westminster-abbey.org/learning</a> OR <a href="https://www.stpauls.co.uk/resources/primary-schools-brochure">https://www.stpauls.co.uk/resources/primary-schools-brochure</a>				
<b>Science</b>	<b>Earth and Space</b> We are learning to describe the shape of the Earth, Sun and Moon.	<b>Earth and Space</b> We are learning to describe the movement of the Earth around the Sun and the Moon around the Earth.	<b>Earth and Space</b> We are learning to use a model of the solar system to describe the movement of planets.	<b>Earth and Space</b> We are learning to explain how the Earth's rotation causes day and night.	<b>Earth and Space</b> We are learning to identify the phases of the moon and explain why these occur.	<b>Earth and Space</b> We are learning to research scientific theories from the past about the solar system.			<b>Living Things and their habitats</b> We are learning to describe the life cycle of a mammal.	<b>Living Things and their habitats</b> We are learning to describe the life cycle of an amphibian and describe differences with life cycles of with	<b>Living Things and their habitats</b> We are learning to describe the life cycle of an insect and describe differences with life cycles of	<b>Living Things and their habitats</b> We are learning to describe the life cycle of a bird and describe differences with life cycles of	<b>Living Things and their habitats</b> We are learning to compare the life cycles of animals in the local environment with other animals

								other animals.	other animals.	other animals.	around the world.	
<b>History</b> Changes to Britain and London during the Industrial Revolution	We are learning to know the time and place of the Georgian and Victorian era	We are to understand the difference between life for the rich and poor in Victorian London	We are learning to understand the impact of the industrial revolution on London	We are learning to understand the working conditions for children in Victorian London	We are learning to understand why people moved from rural areas to cities like London in the Victorian era	We are learning to understand why people moved from rural areas to cities like London in the Victorian era	Taught in 1 <sup>st</sup> half of term					
<b>Geography</b>  What is it like to live in a city?	Taught in 2 <sup>nd</sup> half of term						We are learning to understand how cities are changing	We are learning to understand how London has grown and changed over time.	We are learning to understand different types of industry	We are learning to understand what causes pollution and investigate clean energy in our area.	We are learning about renewable and non-renewable energy	
<b>Art and design</b>	<b>Sculpture (Abstract Sculptures)</b> We are learning to explore abstract art and the work of Kandinsky.	We are learning to make watercolour studies of Kandinsky's work.	We are learning to develop ideas for a sculpture.	We are learning to construct an abstract sculpture.	We are learning to add colour to a sculpture. We are learning to review and evaluate our own and each other's work.		<b>Printing (Exploring Surfaces)</b> We are learning to explore monotype printing	We are learning to explore printing on a range of paper surfaces.	We are learning to make prints using the intaglio method.	We are learning to explore texture in print.	We are learning to bring our printing learning together to make our own original print.	
<b>DT</b>	Structures (Making African Instruments)											
<b>PE</b>	Gymnastics Unit 1 and 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )											
<b>PSHCE in addition to</b>	Dance (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )								Swimming – Intensive daily lessons			
	Whole School Project Week- Keeping Safe studies Camden-Crossing the road safely workshops Workshop-Growing Against Violence-Anti-gangs Workshop-Internet safety											

<b>weekly lesson</b>												
<b>PSHCE</b>	To develop a sense of belonging. (Caring friendships)	To know how to deal with feelings in relationships. (Respectful relationships)	To know the difference between big and small feelings. (Mental wellbeing)	To explain the functions of nutrients and fibre. (Healthy eating)	To explain the reasons it is important to keep hydrated. (Healthy eating)	To identify and interpret information on food labels. (Healthy eating)		Taught in 1 <sup>st</sup> half of term				
<b>Computing</b>  Computing systems and networks - <i>Systems and Searching</i>	Taught in 2 <sup>nd</sup> half of term							To explain that computers can be connected together to form systems	To recognise the role of computer systems in our lives	To identify how to use a search engine	To describe how search engines select results	To recognise why the order of results is important, and to whom
<b>Spanish</b>	Family - Possessive determiners	Pets - Tener (I have)	Our bodies	Clothes	Clothes	Retrieval Practice		School	Classroom (conversation)	Living in a city	Around my home	Easter Celebrations
<b>Music</b>	<b>Unit 3 Rhythm</b> To learn ostinato patterns inspired by West African drumming	To structure and perform a piece inspired by West African drumming	To understand how rhythmic cycles feature in Indian classical music	To perform a ṭukḍā in a rhythmic cycle	To explore key characteristics of Samba	To understand the different elements of a Samba performance		<b>Unit 13 Tonality</b> Recognising melody	Constructing and playing a melody using a scale	Melody and tonality	Spreading the news and telling a tale - the passing down of tunes in folk song	Renaissance and Baroque variations, opera arias and jazz scat - show off that melody!
<b>Food Tech</b>	Vegetable Cous Cous											

## Y5 Curriculum Map

## Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	<b>Narrative</b> Street Child by Berlie Doherty			<b>Non-fiction</b> Newspaper reports linked to Street Child by Berlie Doherty		<b>Non-fiction</b> Living things (linked to science)	Whole School Project Week	<b>Non-fiction cont.</b>		<b>Poetry</b> Rainforests			
<b>Reading Lesson text</b>	Street Child by Berlie Doherty			Newspaper reports		Science books linked to Earth and Space		Science books linked to Earth and Space	Science books linked to Earth and Space		Unmentionable by Paul Jennings (short stories)		
<b>Story Time</b>	The Last Wild (Piers Torday) Rooftoppers (Katherine Rundell)							The Unforgotten Coat (Frank Cottrell Boyce) Alice's Adventures in Wonderland (Lewis Carroll)					
<b>Poetry recital</b>	The Listeners by Walter de la Mare												
<b>Maths</b>	Geometry: Shape			Geometry: Position and direction		Number: Decimals		Number: Decimals		Number: Negative Numbers	Measurement: Converting units	Measurement: Volume	
<b>R.E</b>	Sikhism - How did the final five human Sikh Gurus shape Sikhism?							How do Muslims live and embrace their faith in a diverse world?					
<b>Visits / Visitors</b>	<b>Art: Visit to The Victoria and Albert Museum</b> <a href="https://www.vam.ac.uk/info/schools">https://www.vam.ac.uk/info/schools</a> <b>OR</b> <b>DT: Visit to the Design Museum - Hands-on design workshop</b> <a href="https://designmuseum.org/the-design-museum-campus/schools-and-colleges/hands-on-design-workshops">https://designmuseum.org/the-design-museum-campus/schools-and-colleges/hands-on-design-workshops</a>							<b>Science: Visit to Royal Observatory Greenwich, 'Sun, Earth and Moon' workshop and 'Universe on your doorstep' Planetarium Show</b> <a href="https://www.rmg.co.uk/schools-communities/schools/royal-observatory-national-maritime-museum-greenwich-london-se10-9nf">https://www.rmg.co.uk/schools-communities/schools/royal-observatory-national-maritime-museum-greenwich-london-se10-9nf</a> <b>RE: Visitor in school to talk about Islam (staff member or parent volunteer)</b>					
<b>Science</b>	<b>Forces</b> We are learning to explain why unsupported items fall towards Earth.	<b>Forces</b> We are learning to investigate the effects of friction.	<b>Forces</b> We are learning to identify the effects of air resistance. (planning)	<b>Forces</b> We are learning to identify the effects of air resistance. (investigating)	<b>Forces</b> We are learning to identify the effects of water resistance.	<b>Forces</b> We are learning to recognise that levers allow a smaller force to have a greater effect.		<b>Forces</b> We are learning to recognise that pulleys and gears allow a smaller force to have a greater effect.	<b>Living Things and their Habitats</b> We are learning to describe the life process of reproduction in some plants and animals.	<b>Living Things and their Habitats</b> We are learning to grow and make observations of new plants from parts of a parent plant.	<b>Animals including Humans</b> We are learning to describe the changes as humans develop to old age.	<b>Animals including Humans</b> We are learning to identify the changes experienced in puberty.  (links to RSE)	

<b>History</b> The Mayan Civilisation	We are learning to know the time and place of the Mayan civilisation	We are learning describe traditional Maya way of life	We are learning to explain Mayan religious beliefs	We are learning to explain what Mayan discoveries tell us about Mayan civilisation	We are learning to explain the collapse of the Maya	We are learning to explain whether the Mayans were an advanced civilisation (comparison with Stone Age Britain)	Taught in 1 <sup>st</sup> half of term					
<b>Geography</b>  What are the key geographical features Kenya and the UK?	Taught in 2 <sup>nd</sup> half of term											
<b>Art and design</b>	Collage and Textiles (Working with Wool) We are learning to explore ways to alter cloth.	We are learning to embroider.	We are learning to weave on a twig loom.	We are learning to mark-make with wools.	We are learning to mark-make with wools.		<b>Digital Media (Digital Towns)</b> We are learning to practice and apply digital image-manipulation techniques.	We are learning to use text in Pixlr.	We are learning to create art using printed digital media.	We are learning to edit digital images.	We are learning to consolidate skills and techniques for image editing.	
<b>DT</b>	Electrical Systems (Alarms)											
<b>PE</b>	Rounders (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) Athletics						Tennis (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )			Swimming – Intensive daily lessons		
<b>PSHCE</b>	Taught in 2 <sup>nd</sup> half of term						<b>RHSE</b> UKS2, Module 1, Unit 3, Session 1 Body image (TT)	<b>RHSE</b> UKS2, Module 1, Unit 3, Session 3 Emotional changes (TT)	<b>RHSE</b> UKS2, Module 1, Unit 3, Session 4 Seeing stuff online (TT)	<b>RHSE</b> UKS2, Module 2, Unit 2, Session 1 Under pressure (TT)	<b>RHSE</b> UKS2, Module 1, Unit 4, Session 3 Menstruation (TT)	

<b>Computing</b>	To explain how selection is used in computer programs.	To relate that a conditional statement connects a condition to an outcome.	To explain how selection directs the flow of a program.	To design a program which uses selection.	To create a program which uses selection.	To evaluate my program.		Taught in 1 <sup>st</sup> half of term				
<b>Spanish</b>	The Weather	Food	Food	Spanish in the World	Spanish speaking countries	Retrieval Practice		Ways of transport	Professions	Routines and Time	Routines and Time	Instruments /Music
<b>Music</b>	<b>Unit 14 Structure</b> Binary form	Ternary form	Sonata form	Sonata and rondo form	Rondo form	Musical structures recap		<b>Unit 15 Beat, pulse, rhythm, structure</b> Exploring recitative and arias	Introducing Gamelan - a review of polyrhythms	Gamelan - interlocking melodies	Composing a gamelan ensemble piece	Graphical notation and Djembe rhythms
<b>Food Tech</b>	Falafel Pittas											

## Y6 Curriculum Map Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English texts and genre</b>	Narrative Skellig-David Almond						Whole School Project Week	Biographies Nelson Mandela/Barack Obama		Narrative (graphic novel) Mouse, Bird, Snake, Wolf – David Almond		
<b>Reading Lesson text</b>	Skellig (David Almond)							Biographies Nelson Mandela/ Barack Obama		Mouse, Bird, Snake, Wolf – David Almond		Science topic books
<b>Story time</b>	If You Find This (Matthew Baker) A Story Like the Wind (Gill Lewis)							Stay Where You Are and Then Leave (John Boyne) Blackberry Blue (Jamila Gavin)				
<b>Poetry recital</b>	The Eagle by Alfred Lord Tennyson											
<b>Maths</b>	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division					Number: Fractions				Measurement: converting units
<b>R.E</b>	What might the journey of life and death look like from a Christian perspective?							How would Christians advertise Christmas to show what Christmas really means today?				
<b>Visits / Visitors</b>	<b>History: Visit to the Imperial War Museum, ‘We Were There: Ask Questions About Conflict’ learning session</b> <a href="https://www.iwm.org.uk/visits/iwm-london/schools/learning-sessions">https://www.iwm.org.uk/visits/iwm-london/schools/learning-sessions</a> Lambeth Rd, London, SE1 6HZ <b>OR</b> <b>History: Visit to the RAF Museum: ‘Air Raid!’ Workshop.</b> <a href="https://www.rafmuseum.org.uk/london/schools/school-activity-programme/">https://www.rafmuseum.org.uk/london/schools/school-activity-programme/</a> <b>Financial skills for work: World of Work</b> <a href="mailto:educationteam@hsbc.com">educationteam@hsbc.com</a>							<b>Science: Visitor in school - Science Off the Page, ‘Predators and Prey’ workshop</b> <a href="https://www.historyofthepage.co.uk/">https://www.historyofthepage.co.uk/</a> <b>Geography: Hyde Park – Terrific Trees and Carbon (the role of trees in climate change)</b> <a href="https://www.royalparks.org.uk/learn/schools/sessions-parks/primary-ks1-ks2#sustainability">https://www.royalparks.org.uk/learn/schools/sessions-parks/primary-ks1-ks2#sustainability</a>				
<b>Science</b>	<b>Living things and their habitats</b> We are learning to describe how and why living things are classified.	<b>Living things and their habitats</b> We are learning to classify plants.	<b>Living things and their habitats</b> We are learning to classify animals. (vertebrates)	<b>Living things and their habitats</b> We are learning to classify animals. (invertebrates)	<b>Living things and their habitats</b> We are learning to classify micro-organisms.	<b>Living things and their habitats</b> We are learning to investigate the growth of micro-organisms.		<b>Evolution &amp; Inheritance</b> We are learning to recognise that living things have changed over time.	<b>Evolution &amp; Inheritance</b> We are learning to recognise that fossils provide evidence of evolution.	<b>Evolution &amp; Inheritance</b> We are learning to recognise that living things produce offspring of the same kind but are normally not identical.	<b>Evolution &amp; Inheritance</b> We are learning to understand how plants are adapted to their environment.	<b>Evolution &amp; Inheritance</b> We are learning to identify how animals are adapted to their environment.
<b>History</b> The impact of World	We are learning the time	We are learning to explain the	We are learning to understand	We are learning to explain	We are learning to explain the	We are learning to explain the		Taught in 1 <sup>st</sup> half of term				



			solvents, medicines and other legal and illegal drugs. (Drugs, alcohol and tobacco)										
<b>Computing</b>	Taught in 2 <sup>nd</sup> half of term							To review an existing website and consider its structure.	To plan the features of a web page.	To consider the ownership and use of images (copyright )	To recognise the need to preview pages.	To outline the need for a navigation path.	To recognise the implications of linking to content owned by other people.
<b>Spanish</b>	Greeting and phonics	All about me	Where do you live	Numbers – 1 - 1000	Calendar	Calendar		Sports	Hobbies and travel	Holiday hobbies	Story	Christmas	
<b>Music</b>	<b>Unit 16 Metre</b> To understand the difference between three and four time	To understand the difference between three and four time	To explore changes in metre	To explore changes in metre	To explore compound time	To explore compound time		To develop our understanding of compound time	To develop our understanding of compound time	To explore irregular metre	To explore irregular metre	To develop our understanding of irregular metre	
<b>Food Tech</b>	Cheesy leek parcels												

## Y6 Curriculum Map      Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English texts and genre</b>	<b>Narrative</b> Goodnight Mr Tom – Michelle Magorian						Whole School Project Week	<b>Non-fiction</b> Black and British by David Olusoga				<b>Creative Writing</b> Alma (short film)
<b>Reading Lesson text</b>	Goodnight Mister Tom							<b>Non-fiction</b> Black and British by David Olusoga				
<b>Story Time</b>	Shakespeare Stories (Leon Garfield) The Other Side of Truth (Beverley Naidoo)							Arthur. The Seeing Stone (Kevin Crossley-Holland) Where the River Runs Gold (Sita Brahmachari)				
<b>Poetry recital</b>	The River by Valerie Bloom											
<b>Maths</b>	Number: Ratio		Number: Algebra		Number: Decimals			Number: Fractions, Decimals, and percentages		Measurement: Perimeter, area and Volume		Statistics
<b>R.E</b>	Buddhism – What does it mean to be a Buddhist?							How does the Christian festival of Easter offer hope?				
<b>Visits / Visitors</b>	<b>History: Visitor in school - History Off the Page – Homefront 1940s workshop</b> <a href="https://www.historyoffthepage.co.uk/">https://www.historyoffthepage.co.uk/</a> <b>OR</b> <b>History: Visitor in school – Historic Workshops – World War II workshop</b> <a href="https://www.historicworkshops.com/ww2-workshop.html">https://www.historicworkshops.com/ww2-workshop.html</a> <b>Theatre visit- West End Production (Booking agreed with Head of School and Y6 teacher)</b>							<b>RE: Visit to parish church for Stations of the Cross</b>  <b>Computing: Visitor from Camden Learning Centre (CLC), ‘Co spaces– 3D creations workshop</b> <a href="https://camdenlearning.org.uk/school-improvement/camden-learning-centre/">https://camdenlearning.org.uk/school-improvement/camden-learning-centre/</a>				
<b>Science</b>	<b>Animals, including humans</b> We are learning to identify the main parts of the circulatory system and describe the function of the heart.	<b>Animals, including humans</b> We are learning to describe the function of blood.	<b>Animals, including humans</b> We are learning to describe the function of blood vessels.	<b>Animals, including humans</b> We are learning to describe how nutrients and water are transported in humans.	<b>Animals, including humans</b> We are learning to investigate heart rate. (planning)	<b>Animals, including humans</b> We are learning to investigate heart rate. (investigating)		<b>Animals, including humans</b> We are learning to understand what is meant by a balanced diet.	<b>Animals, including humans</b> We are learning to recognise how diet affects the way the body functions.	<b>Animals, including humans</b> We are learning to recognise the benefit of exercise on how the body functions.	<b>Animals, including humans</b> We are learning to recognise the impact of drugs on how the body functions.	<b>Animals, including humans</b> We are learning to identify other lifestyle factors that impact how the body functions.
<b>History</b>	We are learning to know the time and place of	To understand the problems Britain faced	To know and understand the	To understand what life was like in London	To understand the changes to life in London	To understand the changes to life in London		Taught in 1 <sup>st</sup> half of term				



<b>Computing</b>  Programming A – <i>Variables in games</i>	Taught in 2 <sup>nd</sup> half of term							To define a 'variable' as something that is changeable	To explain why a variable is used in a program	To choose how to improve a game by using variables	To design a project that builds on a given example	To use my design to create a project
<b>Spanish</b>	My family - Possessive determinants	I have - Pets/ animals	Our bodies	Clothes	Clothes	Retrieval Practice		School	Pencil case	Around my home	My town	Easter Celebrations
Music	<b>Unit 17 Harmony</b> To sing in canon	To sing in canon	To explore chords	To explore chords	To explore bass lines	To explore bass lines		To explore singing in thirds	To explore singing in thirds	Learning how to harmonise	Learning how to harmonise	To develop a song through the use of harmony
<b>Food Tech</b>	Royal Rice											

## Y6 Curriculum Map Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English texts and genre</b>	<b>Narrative poem</b> The Lady of Shalott- Lord, Alfred Tennyson				Speech writing	<b>Narrative</b> Wonder- R.J. Palacio	Whole School Project Week	<b>Narrative</b> Wonder- R.J. Palacio (continued)				
<b>Reading Lesson text</b>	The Lady of Shalott- Lord, Alfred Tennyson				Wonder – R.J. Palacio			<b>Narrative</b> Wonder- R.J. Palacio (continued)				
<b>Story Time</b>	Pig Heart Boy (Malorie Blackman) Secret Friends (Elizabeth Laird)							Journey to the River Sea (Eva Ibbotson) Where do you go, Birdy Jones? (Joanna Nadin)				
<b>Poetry recital</b>	The Witches extract from Macbeth by William Shakespeare											
<b>Maths</b>	Geometry: Properties of Shape			Geometry: position and direction	Consolidation, Investigations and preparations for KS3			Consolidation, Investigations and preparations for KS3				
<b>R.E</b>	How has the Christian message survived for over 2000 years?							Rules and responsibilities: Who decides?				
<b>Visits / Visitors</b>	<b>PSHCE: Visit to Houses of Parliament ‘Adventurers tour of Parliament’</b> <a href="https://www.parliament.uk/education/">https://www.parliament.uk/education/</a>  <b>PSHCE: Visit to Junior Citizenship Day</b>  <b>Computing: Visitor from Camden Learning Centre (CLC), ‘Programming B – Sensing (using BBC Microbit) workshop</b> <a href="https://camdenlearning.org.uk/school-improvement/camden-learning-centre/">https://camdenlearning.org.uk/school-improvement/camden-learning-centre/</a>							<b>Science / Geography: Visit to Kew Gardens, ‘KS2 Evolution and Adaption’ (science) OR ‘KS2 habitats: rainforest’ (geography) sessions</b> <a href="https://www.kew.org/kew-gardens/school-visits/browse-sessions/key-stage-2">https://www.kew.org/kew-gardens/school-visits/browse-sessions/key-stage-2</a>  <b>Residential visit to PGL in Liddington</b> <a href="http://www.pgl.co.uk/en">http://www.pgl.co.uk/en</a> PGL Adventure Centre Liddington, Foxhill, Swindon, Wiltshire, SN4 0DZ <b>OR Sayer’s Croft, Surrey</b> <a href="https://active.westminster.gov.uk/sayers-croft/">https://active.westminster.gov.uk/sayers-croft/</a>				
<b>Science</b>	<b>Light</b> We are learning to explain how we see things.	<b>Light</b> We are learning to apply understanding of how light travels to explain how a periscope works	<b>Light</b> We are learning to understand that white light is made of many colours and these can be separated out	<b>Light</b> We are learning to identify the variables that affect the size of a shadow	<b>Light</b> We are learning to carry out a fair test to investigate shadow size	<b>Light</b> We are learning to give examples to explain the way that light behaves.	<b>Electricity</b> We are learning to represent a simple circuit in a diagram and describe how it works	<b>Electricity</b> We are learning to use a switch in a simple electrical circuit, show it in a diagram and describe how it works	<b>Electricity</b> We are learning to demonstrate the effects of changing the current flowing through components in a circuit	<b>Electricity</b> We are learning to demonstrate the effects of changing the current flowing through components in a circuit.	<b>Electricity</b> We are learning to demonstrate how circuits can be represented in, and constructed from, diagrams.	

<b>History</b> Crime and Punishment	We are learning to know the time and place of crime and punishment in Britain	We are learning to understand crime and punishment in Medieval England (1000-1500AD) <i>Middle Ages</i> <i>Witches</i> <i>capital/corporal punishment/humiliation</i>	We are learning to understand crime and punishment in Early Modern Britain (1500-1600AD) <i>Tudors</i> <i>Religious crime,</i> <i>capital/corporal punishment/humiliation</i>	We are learning to understand crime and punishment in the Georgian Period (1700-1800AD) <i>The rise of highway robbery and the Bloody Code</i>	We are learning to understand crime and punishment in the Victorian Era (1800-1900) <i>Sir Robert Peel and the police force and prison reform</i>	We are learning to explain how punishment of crime in Britain has changed over time (1000AD – 1900AD)	Taught in 1 <sup>st</sup> half of term					
<b>Geography</b>  What are the geographical features of South America and Asia?	Taught in 2 <sup>nd</sup> half of term											
<b>Art and design</b>	<b>Collage and Textiles (Manipulating Fabric and Collaborative Collages)</b> We are learning to explore ways to manipulate fabric.	We are learning to weave on a card loom.	We are learning sky and sea techniques using collage materials.	We are learning to work collaboratively to create a collage.		<b>Digital Media (Digital Collages)</b> We are learning to create a digital collage.	We are learning to create a collaborative collage.	We are learning to create and edit a digital collage background.	We are learning to create and edit a digital collage background.	We are learning to add text to a digital collage.		
<b>DT</b>	Structures (Bird House Builders)											
<b>PE</b>	Cricket (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) Athletics						Tennis (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) Outdoor and Adventurous Activity (Y6 residential)					
<b>PSHCE in addition to weekly lessons</b>												
<b>PSHCE weekly lesson</b>	Taught in 2 <sup>nd</sup> half of term						<b>RHSE</b> UKS2, Module 2,	<b>RHSE</b> UKS2, Module	<b>RHSE</b> UKS2, Module 1,	<b>RHSE</b> UKS2, Module 1,	<b>RHSE</b> UKS2, Module 1,	

								Unit 2, Session 2 Do you want a piece of cake (TT)	1, Unit 2, Session 2 Girls' bodies (TT)	Unit 2, Session 3 Boys' bodies (TT)	Unit 4, Session 1 Making babies (part 1) (TT)	Unit 4, Session 2 Making babies (part 2) (TT)
<b>Computing</b>  Data and information - <i>Introduction to spreadsheets</i>	To create a data set in a spreadsheet	To build a data set in a spreadsheet	To explain that formulas can be used to produce calculated data	To apply formulas to data	To create a spreadsheet to plan an event	To choose suitable ways to present data		Taught in 1 <sup>st</sup> half of term				
<b>Spanish</b>	Spain and other countries	Spanish culture	Food	Food	The Weather	Retrieval Practice		Ways of transport	Spanish history	Routines and Time	Routines and Time-Using adverbs	Professions
<b>Music</b>	<b>Unit 18 Rhythm</b> Understanding syncopation	Understanding syncopation	To layer syncopated rhythms	To layer syncopated rhythms	To read syncopated rhythms	To read syncopated rhythms		To compose a syncopated rhythm	To compose a syncopated rhythm	To perform using syncopated rhythms	To perform using syncopated rhythms	To summarise our learning of syncopation
<b>Food Tech</b>	Cheesy courgette muffins											