

St George's Hanover Square Year A Nursery/Reception Curriculum Map Autumn Term

Topic	Ourselves						Celebrations & Festivals					
Role Play Area	Inside – The Doctors Surgery Outside – The Home							Inside – Christmas Market Outside – The Home Additional Theme: Nativity Scene				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week10	Week 11	Week 12
Topic Focus	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
Literacy Core Books	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
Reading & Comprehension	Speaking and listening focus. DfE Baseline Assessment of children upon entry RWI Entry assessment			Children recognising their names Read Write Inc. begins. 4 weeks of speed sounds Begin guided reading 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.				RWI Assessment 1 reassessment for attainment groups Reading practice – everyday groups reading with adults. Reading practice – Children's books changed once a week Begin Guided writing in groups daily Phonics – Read Write Inc. Daily speed sound & Ditty Begin to know sounds to read, make and write CVC words. Homework- Children take home 1 sharing book 1 RWI storybook and 2 RWI guided reading books. Core books displayed in class library				
Word reading (Phonics)												
Nursery Rhymes www.wordsforlife.org.uk/songs https://childrens.poetryarchive.org/explore/page/4/?form=241	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
Poetry recital	Humpty Dumpty (traditional)											
Personal, Social and Emotional Dev. Matters	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					

<p>Observation checkpoint 3&4 year Children olds</p>	<p>Children supported at lunchtimes to support eating & 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 & respectful relationships Dealing with conflict & sharing. Time tabled routines to promote overall health & wellbeing.</p>
<p>Writing</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>Communication and language</p>	<p>Dev. Matters CL&U Observation checkpoint 3&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& 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& 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>Mathematics White Rose Maths</p>	<p>Baseline assessment Settling in, introducing areas of provision. 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 & capacity Exploring Pattern</p>		<p>Number: Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 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 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>Understanding the World</p>	<p>Daily Weather Chart -Days of the week, date, year & 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 & 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 & 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 & 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>Understanding the World Core Books</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. Aliko 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>Visits / Visitors</p>	<p>Reading and Writing: Visit to the Local Library Visit from the School Nurse –Visit hygiene & oral health</p>						<p>Understanding the World: V&A Museum of Childhood https://www.vam.ac/uk Christmas Pantomime visits the school</p>			

<p>Physical Development</p>	<p>Dev. Matters Observation checkpoint 3&4 year Children olds</p>			<p>Gymnastics Unit 1 (The PE Hub lesson plans – Physical Literacy Unit 1 www.thepehub.co.uk) 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>Expressive Arts & Design</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>Computing</p>	<p>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. Role-play areas reflect current topic and include suitable electronic devices as appropriate. Programs & 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. 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. Role-play areas reflect current topic and include suitable electronic devices as appropriate. Navigating using Espresso and other programs Vocabulary - Positional Language Programs & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic</p>				
<p>R.E</p>	<p>Who made the world wonderful and why?</p>											<p>Why is Christmas special for Christians?</p>				
<p>Music</p>	<p>Unit 1 Pulse 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>Unit 2 Timbre 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>					

St George's Hanover Square Year A Nursery and Reception 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
Topic Focus	Water	Underwater environments	Large underwater 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
Role Play Area	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				
Literacy Reading & Comprehension	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
Core Books												
Reading	Reading Practice – everyday groups reading with adults. Reading Practice – Children's books changed once a week Guided writing in groups daily							RWI Assessment 3 reassessment for attainment groups Reading Practice – everyday groups reading with adults. Reading Practice – Children's books changed once a week Guided writing in groups daily				
Word reading (Phonics)	Phonics – Read Write Inc – Daily speed sounds Lesson & Ditty 5x per week M-F know sounds to read, make and write CVC and some multisyllabic 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 1 RWI storybook and 2 RWI guided reading books. Core books displayed in the class library.						Phonics – Read Write Inc. – Daily speed sounds Lesson & Ditty 5x per week M-F 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 1 RWI storybook and 2 RWI guided reading books. Core books displayed in class library					
Nursery Rhymes www.wordsforlife.org.uk/songs https://childrens.poetryarchive.org/explore/page/4/?form=241	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	

Poetry recital	Little Miss Muffet (traditional)												
Personal, Social and Emotional	Golden Rules and learning the rules in the school and classroom. Time tabled routines to promote overall health & wellbeing. Children supported at lunchtimes to support eating & healthy choices.	Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work. 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.				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 using Zones of Regulation High expectations for children following instructions, smile-chart, special mentions, head teacher’s awards. Building and sustaining constructive & respectful relationships Dealing with conflict & sharing. Time tabled routines to promote overall health & wellbeing.							
Writing	Speaking and listening focus. 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					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							
Communication and language	Teachers continue to 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. 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. Traditional and Modern stories. 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. 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. 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. Traditional and Modern stories. Core books displayed in the class library.							
Mathematics White Rose Maths	Number: Introducing zero Comparing numbers to 5 Composition of 4&5	Measures: shape and spatial thinking: Compare Mass Compare capacity	Number: 6,7&8 Making Pairs Combining 2 groups	Number 6,7&8 Making Pairs Combining 2 groups	Measures: shape and spatial thinking: Length				Number: 9&10 Linking symbol with its cardinal number value Recording quantities dots tallies etc.	Measures: shape and spatial thinking: height and time.	Number: Comparing numbers to 10. One more and less Recording quantities dots	. Number: Bonds to 10	3D shape pattern

								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
Understanding the World	<p>Daily Weather Chart -Days of the week, date, year & 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 & 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 & parents encouraged to participate in 'show & tell'</p>										
Understanding the World Core Texts	<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>										
Visits / Visitors	<p>UW and CL: Visit to The London Aquarium Sea Life https://www.visitsealife.com/london/</p> <p>Computing: Visitor from Camden Learning Centre (CLC) https://camdenlearning.org.uk/school-improvement/camden-learning-centre/</p>										
Physical Development	<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 & 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 & 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 & parents encouraged to participate in 'show & 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>Choose from: The garden centre http://www.camdenqardencentre.co.uk/ Local area walks https://www.camden.gov.uk/camden-health-walks Hampstead Heath https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/wildlife-and-nature/Pages/default.aspx</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>										

Expressive Arts & Design	Developing printing skills Print making Music – Performance Art: Whole class, large groups, small, or individual. Children matching or following a melody, 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.				
Computing	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. Role play areas reflect current topic and include suitable electronic devices as appropriate. Programes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, Navigating the web, National Geographic.				
R.E	Why do Christians believe Jesus is special?							What is so special about Easter?				
Music	Unit 3 Rhythm Rhythm vs. pulse	Rhythms	Rhythm symbols and patterns	Rhythm notation	Reading and writing rhythmic notation	Improvising rhythms		Unit 4 Pitch What is pitch?	Combine: Lesson 2: High Sounds Lesson 3: Low sounds	Following the pitch	Changing the pitch	Creating high and low sounds

St George's Hanover Square Year A Nursery and Reception 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
Topic Focus	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)	
Role Play Area	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				
Literacy Reading & Comprehension	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		
Core Books												
Reading	RWI Assessment 4 reassessment for attainment groups Reading practice– everyday groups reading with adults. Reading practice – Children's books changed once a week Guided writing in groups daily- Children practice longer pieces of writing Phonics – Read Write Inc. –Daily speed sounds Lesson & Ditty 5x per week M-F 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 1 RWI storybook and 2 RWI guided reading books. Core books displayed in the class library.							RWI Assessment 5 reassessment for attainment groups Reading practice– everyday groups reading with adults. Reading practice – Children's books changed once a week Guided writing in groups daily- Children practice longer pieces of writing Phonics – Read Write Inc. Daily speed sounds Lesson & Ditty 5x per week Phonics – Read Write Inc. –Read with fluency & show confidence with word reading. Read own writing. Homework- Children take home 1 sharing book 1 RWI storybook and 2 RWI guided reading books. Core books displayed in the class library.				
Word reading (Phonics)												
Nursery Rhymes 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
Poetry recital	The Grand Old Duke of York (traditional)											
Personal, Social and Emotional	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.							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.					Self-Regulation- Self-help skills –using strategies to moderate their own and others feelings socially and emotionally. Zones of Regulation 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			
Writing	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. Phonics – Ditty complete a sentence 3x per week M-W Handwriting 2x per week. Th&F 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 Phonics – Ditty complete a sentence 3x per week M-W Handwriting 2x per week. Th&F 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			
Communication and language	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.			
Mathematics White Rose Maths	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 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
Understanding the World	<p>Daily Weather Chart -Days of the week, date & year. Note and record the effect of seasonal changes. Contrasting environments –Regional & 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 & 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 & parents encouraged to participate in 'show & tell'</p>				<p>Daily Weather Chart -Days of the week, date & year. Note and record the effect of seasonal changes. Contrasting environments –Regional & 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 & 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>			
Understanding the World Core Books	<p>Resource: Snap Science Collins Teaching Framework Foundation The Snail Trail. Ruth Brown The Bee Book. DK BEE. Patricia Hegarty and Britta Teckentru 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>			
Visits / Visitors	<p>UW and CL: Visit to Camley Street Nature Park https://www.wildlondon.org.uk/reserves/camley-street-natural-park OR Hyde Park Lookout Centre https://www.royalparks.org.uk/learn/schools/eyfs</p>				<p>Computing: Visitor from Camden Learning Centre (CLC) https://camdenlearning.org.uk/school-improvement/camden-learning-centre/</p>			
Physical Development	<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.				
Expressive Arts & Design	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.				
Computing	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.							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				
R.E	What makes a place special?							What can we learn from stories?				
Music	Unit 5 Contrasts Rhythm	Pitch	Dynamics	Articulation	Melody	Timbre		Unit 6 Musical devices Conjunct melodies	Disjunct melodies	Imitation	Sequence	Riffs

St George's Hanover Square Year A Year 1 and 2 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	
English texts and genre	Narrative – retelling stories with repeating pattern The Story Tree (Hugh Lupton)			Narrative- stories in familiar settings Beegu (Alexis Deacon)			Whole School Project Week	Poetry The Worm (Ralph Bergengren)	Narrative and Poetry Aaaaaarrgh Spider! (Lydia Monks)		Narrative – retelling Nativity Linked to RE unit 'Advent/Christmas- waiting		
Phonics	Read Write Inc												
Story Time	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	
Poetry recital	Incy Wincy Spider (traditional)												
Maths Y1	Place value		Addition and subtraction (within 10)						Number: Addition & Subtraction (within 10)				Geometry: Shape
Maths Y2	Place value		Addition and subtraction						Number: Addition & Subtraction cont.				Geometry: Shape
R.E	What responsibility has God given people about taking care of Creation?								Christmas: Why is each person important in the Nativity story?				
Visits / Visitors	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!)								Science: Visitor Zoo 4 U, a range of animals bought into school https://www.zoo4you.co.uk/				
Science	Plants We are learning to observe and compare trees around us	Plants We are learning to identify parts of a plant	Plants We are learning to investigate what plants need to grow	Plants We are learning to explain what plants need to grow	Seasonal Change 1 We are learning to observe and describe the different seasons	Seasonal Change 2 We are learning to observe how trees change over the year			Animals, including humans We are learning to identify and name animals	Animals, including humans We are learning to identify carnivores, herbivores and omnivores.	Animals, including humans We are learning to describe and compare the structure of animals	Animals, including humans We are learning to identify which animals people can keep as pets.	Seasonal Change 3 We are learning to describe the weather in different seasons (autumn and winter)
History Changes within living	We are learning to know the timeline of	We are learning to understand how trains	We are learning to understand how cars	We are learning to understand how planes	We are learning to understand how boats	We are learning to explain ways that		Taught in 1 st half of term					

memory - <i>Transport</i>	types of transport	have changed over time	have changed over time	have changed over time	have changed over time	transport has changed over time					
Geography <i>What makes planet Earth special?</i>	Taught in 2 nd half of term										
Art and design	Drawing (Key Skills and Techniques) We are learning to draw our school environment from experience and memory.	We are learning to draw natural objects from observation.	We are learning to draw buildings.	We are learning to draw portraits.	We are learning to draw objects.						
DT	Structures (Homes)										
PE	Attack Defend Shoot Unit 1 (The PE Hub lesson plans – www.thepehub.co.uk)										
PSHCE in addition to weekly lessons	Whole School Project Week-Equality studies Anti-Bullying Week										
PSHCE weekly lesson	To understand how to keep teeth healthy (Health and prevention)	To understand the importance of food (Healthy Eating)	To understand some basic hygiene principles (Health and prevention)	To learn about what can go into our bodies and how it can make people feel (Drugs, alcohol and tobacco)	To learn the importance of sleep as part of a healthy lifestyle and the impact device use can have on sleep (Mental wellbeing) (Health and Prevention)	To learn about how germs are spread, how we can prevent them spreading and people who help us stay healthy and well (Health and prevention)	Taught in 1 st half of term				
							We are learning to understand that the Earth is one of 8 planets	We are learning to understand day and night	We are learning to understand the importance of water	We are learning to understand where we find mountains and rivers.	We are learning to understand what makes our planet special
							Painting (Water) We are learning to make different shades of one paint colour.	We are learning understand how primary colours mix to make secondary colours.	We are learning to explore ways of using paint brushes.	We are learning to represent water using paint.	We are learning to paint images using watercolours
							Attack Defend Shoot Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)				

						(Physical health and fitness)							
Computing Computing systems and networks – <i>Technology around us</i>	Taught in 2 nd 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
Spanish	Greetings	What is your name	Phonics	Phonics	Numbers 1 - 5	How old are you?		Colours	Colours	Animals	Animals	Christmas	
Music	Unit 1 Pulse 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		Unit 2 Timbre Different ways to use your voice	Different ways to use your body	High and low sounds	Loud and quiet sounds	Instruments of the orchestra	
Food Tech	Berry red smoothie												

St George's Hanover Square Year A Year 1 and 2 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
English texts and genre	Comp	Assessment Non-fiction - Information Texts Spiders (Rebecca Gilpin) Animal Lives Spiders (Sally Morgan)				Poetry The Puffin Book Of Fantastic First Poems (June Crebbin)	Whole School Project Week	Narrative The Snail and The Whale (Julia Donaldson)		Narrative – recounts and retelling No Dinner! (Jessica Souhami)		
Phonics	Read Write Inc											
Story Time	We're Going on a Bear Hunt, Michael Rosen	Hairy Maclary from Donaldson'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 Smartypants, Babette Cole	I Want My Potty, Tony Ross
Poetry recital	Row, Row, Row Your Boat (traditional)											
Maths Y1	Place value (within 20)		Place value (within 50)		Length and height			Mass and volume		Addition and subtraction (within 20)		
Maths Y2	Multiplication and division			Length and height				Mass, capacity and temperature		Statistics		
R.E	Judaism – What is it like to live as a Jewish person?							Why might many Christians say that Easter is the most important festival?				
Visits / Visitors	Computing: Visitor from Camden Learning Centre (CLC), 'Programming B - introduction to animation' workshop https://camdenlearning.org.uk/camden-city-learning-centre-clc/ RE: Visitor in school from Judaism for Schools							Science: Visit to Hampstead Heath, Plant Detectives workshop https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx OR Science: Hyde Park Lookout Centre: Exploring Spring (Seasons) https://www.royalparks.org.uk/learn/learn-in-hyde-park-and-kensington-gardens/primary OR Science: Science Museum – The Garden (Everyday Materials) https://www.sciencemuseum.org.uk/groups/garden-school-info				
Science	Everyday Materials We are learning to identify and name a variety	Everyday Materials We are learning to identify and name a variety	Everyday Materials We are learning to identify and name paper	Everyday Materials We are learning to	Everyday Materials 4 We are learning	Everyday Materials We are learning to recognise that		Everyday Materials We are learning to investigate waterproof materials	Everyday Materials We are learning to investigate transparent and opaque materials	Everyday Materials We are learning to describe why different materials are used for different purposes	Seasonal Changes 4 We are learning to observe changes across the seasons (spring)	Seasonal Changes 5 We are learning to describe the weather in

	of everyday materials – wood, plastic and metal	of everyday materials - rock, brick, glass and water	in a variety of forms	describe the properties of everyday materials	to compare and group different materials based on their properties	objects can be made of more than one material year					different seasons
History 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 st half of term				
Geography <i>What is our weather like?</i>	Taught in 2 nd 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
Art and design	Sculpture (Chinese New Year) We are learning to investigate three-dimensional shapes used in Chinese New Year celebrations.	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.		Printing (Printing in Clay and on Paper) 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.
DT	Mechanical Systems (Fire Engines)										
PE	Gymnastics Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)						Dance Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)				

PSHCE in addition to weekly lesson	Whole School Project Week- Keeping Safe Studies										
PSHCE- Weekly lesson	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 st half of term				
Computing Programming A – <i>Moving a robot</i>	Taught in 2 nd 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
Spanish	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
Music	Unit 3 Rhythm Rhythm vs. pulse	Rhythms	Rhythm symbols and patterns	Rhythm notation	Reading and writing rhythmic notation	Improvising rhythms	Unit 4 Pitch What is pitch?	Combine: Lesson 2: High Sounds Lesson 3: Low sounds	Following the pitch	Changing the pitch	Creating high and low sounds
Food Tech	Flatbreads with tomato topping										

St George's Hanover Square Year A Year 1 and 2 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	
English texts and genre	Comp	Author study Quentin Blake		Narrative - Fantasy Where the Wild Things Are (Maurice Sendak)			Whole School Project Week	Poetry The Puffin Book Of Fantastic First Poems (June Crebbin)	Non-Fiction Our Street – linked to Geography topic				
Phonics	Read Write Inc												
Story Time	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				
Poetry recital	We're Going on a Bear Hunt by Michael Rosen												
Maths Y1	Number: Multiplication and Division			Number: Fractions		Place Value (within 100)		Time	Money	Position and direction			
Maths Y2	Revision, assessment and consolidation			Fractions				Time	Money	Position and direction			
R.E	Islam – What does it mean to be a Muslim?												
Visits / Visitors	History: Visit out of school – local area walk to look at older homes (Victorian, Georgian) and newer homes (post-war and new builds)												
Science	Animals, including humans We are learning to identify and name parts of the body (external).	Animals, including humans We are learning to identify and name parts of the body (internal).	Animals, including humans We are learning to name the 5 senses and identify which part of the body is associated with each other.	Animals including humans We are learning to investigate the sense of sound.	Animals including humans We are learning to investigate the sense of smell.	Animals including humans We are learning to investigate the sense of touch.		Animals including humans We are learning to investigate the sense of taste.	Animals including humans We are learning to investigate the sense of sight.	Seasonal Changes 6 We are learning to observe changes across the seasons (summer).	Seasonal Changes 7 We are learning to describe the weather in different seasons.	Plants We are learning to identify wild and garden plants.	
History Local History: Homes and schools	We are learning to know the time and place of homes and	We are learning to identify older and newer homes	We are learning to identify older and newer homes in	We are learning to understand how the inside of homes	We are learning to understand how our school has	We are learning to explain ways that homes and schools in							
								Science: Visit - a Canal Boat Trip including local area walk OR Floating Classroom (Plants around us) https://www.thefloatingclassroom.co.uk/key-stage-1 Geography: Visit – Local area walk					

where we live	schools in our local area		our local area (Local area walk)	have changed over time	changed over time	our local area have changed over time						
Geography <i>What is my local area like?</i>	Taught in 2 nd half of term						We are learning to understand that homes give us warmth and shelter	We are learning to compare what it is like to live in a village with a city	We are learning to explore our local streets (fieldwork)	We are learning to recognise human and physical features in our local area	We are learning what maps are for, how to use them and how to create a bird's eye view map	We are learning to use compass directions
Art and design	Collage and Textiles (Materials and their Properties) We are learning to explore materials.	We are learning to sort and describe materials.	We are learning to understand where wool comes from.	We are learning to explore fabric.	We are learning to make a collage		Digital Media (Drawing Digital Pictures) We are learning to mark-make using computers.	We are learning to explore shape, colour and pattern using computers.	We are learning to explore surface texture.	We are learning to use music to inspire our art.	We are learning to respond to the work of an artist.	
DT	Structures (Wacky Windmills)											
PE	Hit, catch, run Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)						Run Jump Throw Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)					
PSHCE	Taught in 2 nd half of term						RHSE KS1, Module 1, Unit 3, Session 1 Feelings, likes and dislikes (TT)	RHSE KS1, Module 1, Unit 3, Session 3 Super Susie gets angry (TT)	RHSE KS1, Module 1, Unit 2, Session 3 & 4 Clean and Healthy (Slides 9-12 only) (TT)	RHSE KS1, Module 2, Unit 2, Session 1 Special People (TT)	RHSE KS1, Module 1, Unit 4, Session 1 The Cycle of Life (TT)	

Computing	Programming a moving robot. 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.	To find more than one solution to a problem.		CLC Visit				
Spanish	Food	Food	Food	The Weather	The Weather	Retrieval Practice		Family	Family	Feelings	Feelings	Retrieval Practice
Music	Unit 5 Contrasts Rhythm	Pitch	Dynamics	Articulation	Melody	Timbre		Unit 6 Musical devices Conjunct melodies	Disjunct melodies	Imitation	Sequence	Riffs
Food Tech	Potato Salad											

St George's Hanover Square Year A Year 3 and 4 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
English texts and genre	Comp	Narrative The Frog Prince Continued (Jon Scieszka)			Narrative Grace and Family (Mary Hoffman and Caroline Birch)		Whole School Project Week	Narrative Grace and Family	Narrative The Julian Stories (Ann Cameron) Comp		Poetry Hot Like Fire (Valerie Bloom)	
Reading Lesson text	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)		
Story Time	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)				
Poetry recital	In a Dark, Dark Wood (traditional –anon)											
Maths Y3	Place value -14 steps			Addition and subtraction-22 steps				Assessment & consolidation	Multiplication and division A 15 steps		Addition & subtraction cont. 5 steps	
Maths Y4	Place value -17 steps			Addition and subtraction – 10 steps				Measurement – 4 steps	Multiplication and division A 13 steps		Assessment & consolidation	
R.E	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?				
Visits / Visitors	Science: Visit to Natural History Museum, 'Dino Scene Investigation' workshop https://www.nhm.ac.uk/events/schools-dino-scene-investigation.html Cromwell Road, London, SW7 5BD History: History Off The Page company visit, 'Early Man' workshop www.historyoffthepage.co.uk OR History: Visit in school from Historic Workshops: 'Stone Age' workshop https://www.historicworkshops.com/stone-age-workshop.html Financial skills for learning: Super Supper Challenge educationteam@hsbc.com							English: Visitor in school - Author visit – Valerie Bloom https://valeriebloom.co.uk/tag/school-visit/ Science: Visitor in school from Francis Crick institute, 'Sounds like fun' workshop https://www.crick.ac.uk/partnerships/education-outreach OR Science: Science Museum – Forces focus Wonder Lab https://www.sciencemuseum.org.uk/groups/wonderlab-school-info				
Science	Rocks We are learning to compare and group rocks based on appearance.	Rocks We are learning to compare and group rocks by physical	Rocks We are learning to compare and group rocks by physical properties	Rocks We are learning to investigate how rocks	Rocks We are learning to describe how fossils are formed.	Rocks We are learning to recognise what soil is made from.		Animals including humans We are learning that animals, including humans, get	Animals including humans We are learning that animals, including humans,	Animals including humans We are learning to understand the functions of	Animals including humans We are learning to identify and group animals	Animals including humans We are learning to understand the functions of muscles.

		properties (hardness).	(permeability).	change over time.				nutrition from what they eat.	need the right types and amount of nutrition.	the skeleton.	with and without skeletons.	
History 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 st half of term					
Geography What are landscapes and climates like around the world?	Taught in 2 nd half of term						We are learning to understand what the surface of the Earth's surface is like.	We are learning to understand what the landscape is like in the British Isles	We are learning to understand where we find water on Earth	We are learning to understand and how water is recorded on a map	We are learning to understand different climates	We are learning to understand what it is like living in hot and cold places.
Art and design	Drawing (Key Skills and Techniques) 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.		Painting (Patterns) 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.		
DT	Mechanical Systems (Moving Monsters)											
PE	Netball (The PE Hub lesson plans – www.thepehub.co.uk)						Football (The PE Hub lesson plans – www.thepehub.co.uk)					
PSHCE in addition to the weekly lesson							Whole School Project Week-Equality Studies Anti-bullying week					
PSHCE weekly lesson	To understand what food groups	To explain how food choices can contribute	To learn about how feelings and	Learn about getting help, advice and support	To develop an awareness and	To explore ways of resolving conflict.	Taught in 1 st half of term					

	make up meals. (Healthy Meals)	to tooth decay. (Healthy Meals)	emotions change and what helps people to feel good. (Mental wellbeing)	with feelings and emotions. (Mental wellbeing)	definition of bullying and unkindness. (Mental wellbeing)	(Respectful relationships)							
Computing Computing systems and networks – <i>Connecting computers</i>	Taught in 2 nd 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
Spanish	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	
Music	Unit 1 Pulse and Metre 1 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		Unit 2 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	
Food Tech	Tabbouleh Salad												

St George's Hanover Square Year A Year 3 and 4 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	
English texts and genre	Narrative Mufaro's Beautiful Daughters (John Steptoe)				Non-fiction Reports about changes from the Stone Age to the Bronze Age (linked to history)		Whole School Project Week	Non-fiction cont.	Narrative Aesop's Fables		Narrative creating stories Adventure/mystery stories Superheroes		
Reading Lesson text	Mufaro's Beautiful Daughters (John Steptoe)				Stig of the Dump (Clive King)			Stig of the Dump cont.	Aesop's Fables				
Story Time	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)					
Poetry recital	A Poem to be Spoken Silently by Pie Corbett												
Maths Y3	Multiplication and division B – 11 steps			Length and perimeter – 12 steps				Fractions – 10 steps		Mass and capacity 11 steps			
Maths Y4	Multiplication and division B – 15 steps			Length and perimeter – 9 steps				Fractions – 15 steps		Decimals – 10 steps			
R.E	Judaism – What does it mean to be Jewish?							Who is the most important person in the Easter story?					
Visits / Visitors	Visit to the British Museum 'Pre history workshop' https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/school-workshop-prehistory OR Self-guided prehistoric Britain tour at the British Museum, using published materials https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/visit-resource-prehistoric-britain RE: Visitor from Judaism for Schools							Computing: Visitor from Camden Learning Centre (CLC), 'Creating media – Stop frame animation' workshop OR Programming B Events and Actions workshop OR Visit to the CLC – Programming Lego We Do workshop https://camdenlearning.org.uk/school-improvement/camden-learning-centre/ RE: Visit to parish church for Stations of the Cross					
Science	Forces and Magnets We are learning to understand how things move.	Forces and Magnets We are learning to compare how things move on different surfaces. (Part 1)	Forces and Magnets We are learning to compare how things move on different surfaces. (Part 2)	Forces and Magnets We are learning to observe how magnetic force can act at a distance to attract or repel.	Forces and Magnets We are learning to investigate which everyday materials are magnetic.	Forces and Magnets We are learning to understand how two magnets attract or repel each other.		Light We are learning to recognise that we need light to see and that dark is the absence of light.	Light We are learning to understand that light is reflected from surfaces.	Light We are learning to understand how shadows are formed.	Light We are learning to investigate how the size of shadows can change.	Light We are learning how to stay safe in the sun.	

History 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 st half of term	
Geography	Taught in 2 nd 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 Printing (Investigating Ways to Print) 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.
Art and design	Sculpture (Houses) 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.			
DT	Electrical Systems (Light up Signs)							
PE	Gymnastics unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)							
PSHCE in addition to weekly lesson								
PSHCE	To learn the definition of a vaccination, how the immune	To learn the definition of a drug and that drugs (including medicines)	To learn about the effects and risks of smoking tobacco and	To explore family differences and challenge stereotyping about	To identify the qualities of a good friend (Caring friendships)	To learn and explore what identity is and what makes everyone	Taught in 1 st half of term	

	system functions and how they work to keep us healthy. (Health and Prevention)	can be harmful to people. (Drugs, alcohol and tobacco)	second-hand smoke. (Drugs, alcohol and tobacco)	families. (Families and people who care for me)		unique and special. (Respectful relationships)					
Computing Creating Media – <i>Desktop publishing</i>	Taught in 2 nd half of term										
Spanish	My family	Animals	Our bodies	Clothes	Clothes	Retrieval Practice	The School	Pencil case	Classroom	Living in a city	Easter Celebrations
Music	Unit 3 Rhythm Understanding pulse and rhythm	Basic notation	Reading simple rhythms	Developing rhythm reading	Composing rhythms	Performing rhythms	Unit 4 Pitch What is pitch?	Combine: Lesson 2: High sounds Lesson 3: Low sounds	Low and high sounds	Following the pitch	Creating high and low sounds
Food Tech	Tip-top Tuna Tarts										

St George's Hanover Square Year A Year 3 and 4 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	
English texts and genre	Non-fiction Ancient Egyptians (linked to history)				Author study – recounts The Twits (Roald Dahl)		Whole School Project Week	Author study cont.	Narrative - recounts Diary of a Killer Cat (Anne Fine)				
Reading Lesson text	Non-fiction texts linked to Ancient Egyptians History unit				The Twits by Roald Dahl			The Twits cont.	Diary of a Killer Cat (Anne Fine)				
Story Time	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)					
Poetry recital	On the Ning Nang Nong by Spike Milligan												
Maths Y3	Fractions – 6 steps		Money – 5 steps		Time – 12 steps			Shape – 10 steps		Statistics – 6 steps	Assessment & Consolidation		
Maths Y4	Decimals – 8 steps		Money – 6 steps		Time – 5 steps			Shape – 8 steps		Statistics – 4 steps	Position and direction – 5 steps	Consolidation	
R.E	Buddhism – What did the Buddha teach his followers about life?							Who is Jesus?					
Visits / Visitors	History: Visit to the British Museum – Excavation in Egypt workshop https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/school-workshop-excavation-egypt OR Petrie Museum of Egyptian Archaeology https://www.ucl.ac.uk/culture/petrie-museum							RE: Visit Wintershall: The life of Christ https://www.wintershall.org.uk/life-christ-school-leaders					
Science	Plants We are learning to identify different parts of plants (including flowering plants).	Plants We are learning to understand the function of the roots and stem/trunk of a plant.	Plants We are learning to understand the function of the leaves of a plant.	Plants We are learning to investigate what plants need for life and growth. (Part 1)	Plants We are learning to investigate how water is transported within plants.	Plants We are learning to investigate what plants need for life and growth. (Part 2)		Plants We are learning to describe the life cycle of a flowering plant.	Plants We are learning to identify different parts of a flower and describe their function.	Plants We are learning to explain how plants are pollinated.	Plants We are learning to explain how seeds are formed and dispersed.	Plants We are learning to understand how different plants have different requirements to grow.	
History Ancient Civilisations: Egypt	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	We are learning to understand the religious beliefs of people in	We are learning to understand how and why the pyramids were built	We are learning to understand how historians use evidence	We are learning to explain some of the greatest achievements		Taught in 1 st half of term					

		in Ancient Egypt	Ancient Egypt		make deductions	nts of the Ancient Egyptians										
Geography What are the geographical features of Scotland and South America?	Taught in 2 nd half of term								We are learning to understand key features of Scotland	We are learning about the capital city of Edinburgh	We are learning about rural life in Scotland	We are learning to find the human and geographical features of South America	We are learning about human and geographical features of Chile	We are learning about the Galapagos Islands		
Art and design	Collage and Textiles (Stitching and Animal Collages) We are learning to understand the significance of textiles in other cultures.	We are learning to stitch.	We are learning to make a collage.	We are learning to make collages out of newspaper.				Digital Media (Exploring Digital Images) 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.				
DT	Structures (Making Mini Greenhouses)															
PE	Athletics (The PE Hub lesson plans – www.thepehub.co.uk) Rounders								Tennis (The PE Hub lesson plans – www.thepehub.co.uk)			Swimming – Intensive daily lessons				
PSHCE	Taught in 2 nd half of term								RHSE LKS2, Module 1, Unit 2, Session 1 We don't have to be the same (TT)	RHSE LKS2, Module 1, Unit 3, Session 1 What am I feeling? (TT)	RHSE LKS2, Module 1, Unit 3, Session 2 What am I looking at? (TT)	RHSE LKS2, Module 1, Unit 3, Session 3 I am thankful (TT)	RHSE LKS2, Module 2, Unit 2, Session 1 Friends, family and others (TT)			
Computing Programming A : Sequencing sounds	To explore a new programming environment.	To identify that commands have an outcome.	To explain that a program has a start.	To recognise that a sequence of commands can have an order.	To change the appearance of my project.	To create a project from a task description.		Taught in 1 st half of term								

Spanish	Weather	Weather	Food	Food	Food	Retrieval Practice		Ways of transportati on	Ways of transportati on	Sports	Feelings	Summer
Music	Unit 5 Texture Thin or rich textures	Monophonic texture	Monophonic texture	Polyphonic texture	Melody and Accompani ment	Mixing textures		Unit 6 Musical processe s Ostinati - repeating patterns	Vocal ostinati - repeating patterns using our voices	Instrumenta l ostinati - ground bass	Introducing musical drones	Drones and pedal notes
Food Tech	Super Veggie Spring Rolls											

St George's Hanover Square Year A Year 5 and 6 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	
English texts and genre	Narrative There's a Boy in the Girl's Bathroom (Louis Sachar)				Poetry I had a Little Cat (Charles Causley)		Whole School Project Week	Narrative Pax (Sara Pennypacker)					
Reading Lesson text	There's a Boy in the Girl's Bathroom (Louis Sachar)				I had a Little Cat (Charles Causley)			Pax (Sara Pennypacker)					
Story Time	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)					
Poetry recital	A Liking for the Viking by Celia Warren												
Maths Y5	Number: Place value			Multiplication and division A	Addition and subtraction			Addition and subtraction		Fractions A			
Maths Y6	Number: Place value			Four operations				Converting units		Fractions A	Ratio		
R.E	What do the miracles tell us about Jesus?							How do art and music convey Christmas?					
Visits / Visitors	History: Visitor in school - History Off the page: 'The Vikings' http://www.historyoffthepage.co.uk OR Visitor in school – Historic Workshops: 'The Vikings' https://www.historicworkshops.com/viking-workshop.html Science: Visit to the CRICK Institute, 'chemical changes' workshop https://www.crick.ac.uk/partnerships/education-outreach OR The Science Museum: Flash Bang Wallop Workshop https://www.sciencemuseum.org.uk/groups/flash-bang-wallop-school-info Financial skills for learning: Savvy Shopping educationteam@hbsc.com							Geography: Thames river cruise https://thames-explorer.org.uk/school-trips/ks2-boat-programme/					
Science	Properties and changes of materials We are learning to compare and group everyday materials based on	Properties and changes of materials We are learning to investigate which materials are thermal conductors.	Properties and changes of materials We are learning to give reasons, based on evidence from fair tests, for	Properties and changes of materials We are learning to test which materials will dissolve in liquid to form a solution.	Properties and changes of materials We are learning to investigate variables that affect the rate of sugar dissolving.	Properties and changes of materials We are learning to separate insoluble substances from a mixture and demonstrate		Properties and changes of materials We are learning to separate soluble substances from a solution and demonstrate	Properties and changes of materials We are learning to demonstrate that changes	Properties and changes of materials We are learning to explain that some changes result in new materials forming and are not usually reversible – <i>mixing</i> .	Properties and changes of materials We are learning to research how chemists create	Properties and changes of materials We are learning to research how chemists create	Properties and changes of materials We are learning to research how chemists create

	their properties.		uses of everyday materials.			that <i>mixing</i> is reversible.		that <i>dissolving</i> is reversible.	of state are reversible changes.	are not usually reversible – <i>burning</i> .		new materials.
History 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 st half of term					
Geography 1.How do oceans and rivers shape the land? 2.Why does the climate change around the world?	Taught in 2 nd half of term						1.We are learning to understand the threats to the ocean environment	We are learning to understand the threats to the ocean environment	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
Art and design	Drawing (Skills and Techniques) 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.		Painting (Flowers) 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.	
DT	Mechanical Systems (Moving Toys)											
PE	Netball (The PE Hub lesson plans – www.thepehub.co.uk)						Football (The PE Hub lesson plans – www.thepehub.co.uk)					

PSHCE in addition to weekly lesson							Whole School Project Week-Equality Studies Anti-bullying week Workshop-Modern day slavery Workshop-Anti radicalisation Careers-World of Work- Camden conference					
PSHCE weekly lesson	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 st half of term					
Computing Creating Media-Vector drawing	Taught in 2 nd 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.
Spanish	Greeting and phonics	All about me	Colours	Numbers – 1 - 100	Colours and numbers	Retrieval practice	Storytelling	Storytelling	Sports	Hobbies	Shopping	
Music	Unit 10 Duration 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	Unit 11 Timbre 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	
Food Tech	Scones											

St George's Hanover Square Year A Year 5 and 6 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	
English texts and genre	Narrative Poems The Highway Man (Alfred Noyes)				Non-fiction - non-chronological reports History of London (linked to history)		Whole School Project Week	Non-fiction cont.	Narrative Kensuke's Kingdom (Michael Morpurgo)				
Reading Lesson text	The Highway Man (Alfred Noyes)				History topic books				Kensuke's Kingdom (Michael Morpurgo)				
Story Time	The Sleeping Army (Francesca Simon) High Rise Mystery (Sharna Jackson)							A Wizard of Earthsea (Ursula Le Guin)					
Poetry recital	The Highway Man by Alfred Noyes												
Maths Y5	Fractions B			Decimals and percentages				Multiplication and division B		Perimeter and area		Statistics	
Maths Y6	Fractions B			Decimals		Fractions B		Algebra		Area, perimeter and volume		Statistics	
R.E	Sikhism - How did the first five Sikh Gurus shape Sikhism?							What happens in churches during Lent, Holy Week and Easter Sunday?					
Visits / Visitors	History: Visit to the Foundling Museum https://foundlingmuseum.org.uk OR Visit to the Charles Dickens Museum – Explorer tour https://dickensmuseum.com/blogs/learning-key-stage-two/dickens-explorers							Computing: Visitor from Camden Learning Centre (CLC), 'Programming A – Selection in physical computing' workshop OR Visit to the Camden Learning Centre (CLC) Robotics Lego EV 3 workshop https://camdenlearning.org.uk/school-improvement/camden-learning-centre/ RE: Visit to Westminster Abbey or St Paul's Cathedral https://www.westminster-abbey.org/learning OR https://www.stpauls.co.uk/resources/primary-schools-brochure RE: Visit to parish church for Stations of the Cross					
Science	Earth and Space We are learning to describe the shape of the Earth, Sun and Moon.	Earth and Space We are learning to describe the movement of the Earth around the Sun and the Moon around the Earth.	Earth and Space We are learning to use a model of the solar system to describe the movement of planets.	Earth and Space We are learning to explain how the Earth's rotation causes day and night.	Earth and Space We are learning to identify the phases of the moon and explain why these occur.	Earth and Space We are learning to research scientific theories from the past about the solar system.		Living Things and their habitats We are learning to describe the life cycle of a mammal.	Living Things and their habitats We are learning to describe the life cycle of an amphibian and describe differences with life cycles of with	Living Things and their habitats We are learning to describe the life cycle of an insect and describe differences with life cycles of	Living Things and their habitats We are learning to describe the life cycle of a bird and describe differences with life cycles of	Living Things and their habitats 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.
History 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 st half of term				
Geography What is it like to live in a city?	Taught in 2 nd 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
Art and design	Sculpture (Abstract Sculptures) 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.		Printing (Exploring Surfaces) 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.
DT	Structures (Making African Instruments)										
PE	Gymnastics Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)						Dance (The PE Hub lesson plans – www.thepehub.co.uk)		Swimming – Intensive daily lessons		
PSHCE in addition to weekly lesson							Whole School Project Week- Keeping Safe studies Camden-Crossing the road safely workshops Workshop-Growing Against Violence-Anti-gangs Workshop-Internet safety				

PSHCE	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 st half of term				
Computing Computing systems and networks - <i>Systems and Searching</i>	Taught in 2 nd 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
Spanish	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
Music	Unit 3 Rhythm 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 <i>ṭukḍā</i> in a rhythmic cycle		To explore key characteristics of Samba	To understand the different elements of a Samba performance	Unit 13 Tonality 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!
Food Tech	Vegetable Cous Cous											

St George's Hanover Square Year A Year 5 and 6 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
English texts and genre	Narrative Street Child by Berlie Doherty			Non-fiction Newspaper reports linked to Street Child by Berlie Doherty		Non-fiction Living things (linked to science)	Whole School Project Week	Non-fiction cont.		Poetry Rainforests		
Reading Lesson text	Street Child by Berlie Doherty			Newspaper reports		Science books linked to living things		Science books linked to living things	Unmentionable by Paul Jennings (short stories)			
Story Time	The Last Wild (Piers Torday) Rooftoppers (Katherine Rundell)							The Unforgotten Coat (Frank Cottrell Boyce) Alice's Adventures in Wonderland (Lewis Carroll)				
Poetry recital	The Listeners by Walter de la Mare											
Maths Y5	Geometry: Shape	Position and direction		Consolidation and investigations				Number: Decimals		Negative numbers	Converting units	
Maths Y6	Geometry: Shape	Position and direction		SATs Preparation and SATs				Consolidation and investigations				
R.E	Sikhism - How did the final five human Sikh Gurus shape Sikhism?							How do Muslims live and embrace their faith in a diverse world?				
Visits / Visitors	Art: Visit to The Victoria and Albert Museum https://www.vam.ac.uk/info/schools Or DT: Visit to the Design Museum - Hands-on design workshop https://designmuseum.org/the-design-museum-campus/schools-and-colleges/hands-on-design-workshops							Science and Geography: Visit to Royal Observatory Greenwich, 'Sun, Earth and Moon' workshop and 'Universe on your doorstep' Planetarium Show https://www.rmg.co.uk/schools-communities/schools/royal-observatory-national-maritime-museum-greenwich-london-se10-9nf RE: Visitor in school to talk about Islam staff member or parent volunteer)				
Science	Forces We are learning to explain why unsupported items fall towards Earth.	Forces We are learning to investigate the effects of friction.	Forces We are learning to identify the effects of air resistance (planning)	Forces We are learning to identify the effects of air resistance. (investigating)	Forces We are learning to identify the effects of water resistance.	Forces We are learning to recognise that levers allow a smaller force to have a greater effect.		Forces We are learning to recognise that pulleys and gears allow a smaller force to have a greater effect.	Living Things and their Habitats We are learning to describe the life process of reproduction in some plants and animals.	Living Things and their Habitats We are learning to grow and make observations of new plants from parts of a parent plant.	Animals including Humans We are learning to describe the changes as humans develop to old age.	Animals including Humans We are learning to identify the changes experienced in puberty. (links to RSE)

History 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 st half of term					
Geography What are the key geographical features Kenya and the UK?	Taught in 2 nd half of term						We are learning to describe different landscapes in Africa	We are learning about the landscape in Kenya	We are learning how Kenya is changing	We are learning to locate key features of Wales and England	We are learning to use 6 figure grid references on a map.	We are learning how land use is changing
Art and design	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.		Digital Media (Digital Towns) 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.	
DT	Electrical Systems (Alarms)											
PE	Rounders (The PE Hub lesson plans – www.thepehub.co.uk) Athletics						Tennis (The PE Hub lesson plans – www.thepehub.co.uk)			Swimming – Intensive daily lessons		
PSHCE	Taught in 2 nd half of term						RHSE UKS2, Module 1, Unit 3, Session 1 Body image (TT)	RHSE UKS2, Module 1, Unit 3, Session 3 Emotional changes (TT)	RHSE UKS2, Module 1, Unit 3, Session 4 Seeing stuff online (TT)	RHSE UKS2, Module 2, Unit 2, Session 1 Under pressure (TT)	RHSE UKS2, Module 1, Unit 4, Session 3 Menstruation (TT)	
Computing	To explain how selection	To relate that a	To explain how	To design a program	To create a program	To evaluate my program.	Taught in 1 st half of term					

Programmin g B- Selection in quizzes	is used in computer programs.	conditional statement connects a condition to an outcome.	selection directs the flow of a program.	which uses selection.	which uses selection.							
Spanish	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
Music	Unit 14 Structure Binary form	Ternary form	Sonata form	Sonata and rondo form	Rondo form	Musical structures recap		Unit 15 Beat, pulse, rhythm, structure Exploring recitative and arias	Introducing Gamelan - a review of polyrhythms	Gamelan - interlocking melodies	Composing a gamelan ensemble piece	Graphical notation and Djembe rhythms
Food Tech	Falafel Pittas											