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**	**Week 10**	**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		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 **Word reading (Phonics)**	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.			Whole School Project Week	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				
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 heath & 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				

Observation checkpoint 3&4 year Children olds	Children supported at lunchtimes to support eating & healthy choices.	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.		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 heath & wellbeing.
Writing	Speaking and listening focus. Dfe Baseline Assessment	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	Dev. Matters CL&U Observation checkpoint 3&4 year Children olds	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.		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.

Mathematics White Rose Maths	Baseline assessment Settling in, introducing areas of provision. Number: Counting objects, actions and sounds.	Positional language: Class routines, exploring where things belong	Number: Match and Sort and compare Amounts.	Number: Match and Sort and compare Amounts subitise	Measures: shape and spatial thinking: Compare size, Mass & capacity Exploring Pattern		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.	Measures: shape and spatial thinking: Circles triangles and positional language.	Number: Representing numbers to 5 One more and less Recording quantities dots tallies, no's etc.	Measures: shape and spatial thinking: Shapes with 4 sides Time
Core Maths books		Dear zoo Jez Alborough	The button box	Frog and toad a lost button by Arnold Lobel	A new house for Mouse by Petr Horacek		Duck in the truck by Jez Alborough Seaweed soup by Stewart J Murphy	Where's my teddy? By Jez Alborough	Monkey Puzzle Julia Donaldson KB	Bear in the Cave by Michael Rosen
Understanding the World	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.						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.			
Understanding the World Core Books	Resource: Snap Science Collins Teaching Framework Foundation Can I Build Another Me? Shinsuke Yoshitake Once there were Giants. Martin Waddell My Five Senses. Aliki 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						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			
Visits / Visitors	**Reading and Writing: Visit to the Local Library** **Visit from the School Nurse –Visit hygiene & oral health**						***Understanding the World: V&A Museum of Childhood*** *https://www.vam.ac/uk* **Christmas Pantomime visits the school**			

Physical Development	Dev. Matters Observation checkpoint 3&4 year Children olds			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.				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.				
Expressive Arts & Design	Developing drawing skills Self-Portraits Music							Developing painting skills Collins snap science investigation: What happens when you mix it? Music				
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. 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							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				
R.E	**Christianity Concept: Creation** Who made the world wonderful and why?							**Christianity Concept: Incarnation** Why is Christmas special for Christians?				
Music	**Y1 Unit 1 Start with singing: finding my singing voice** My singing voice	Singing echo songs	Singing call and response songs	Call and response singing games	Singing and identifying echo and call and response	Feeling the pulse and playing the beat		**Y1 Unit 2 Singing together: how singing makes me feel** Strong and soft singing	How singing softly makes me feel	Singing stronger and feeling energised	Controlling dynamic changes within a song	Following a leader to change dynamics	Changing dynamics to perform with feeling

St George's Hanover Square Year A Nursery and Reception Curriculum Map Spring Term

Topic	Underwater							Growing				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Topic Focus	Water	Underwater environments	Large underwater Sea creatures		Small underwater creatures Pond/ river			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 **Core Books**	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
Reading **Word reading (Phonics)**	Reading Practice – everyday groups reading with adults. Reading Practice – Children's books changed once a week Guided writing in groups daily 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.						Whole School Project Week	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 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 heath & 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 heath & 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 Recordinq 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	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'						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'				
Understanding the World Core Texts	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						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				
Visits / Visitors	**UW and CL: Visit to The London Aquarium Sea Life** *https://www.visitsealife.com/london/* **Computing: Visitor from Camden Learning Centre (CLC)** https://camdenlearning.org.uk/school-improvement/camden-learning-centre/						**Choose from:** **The garden centre** *http://www.camdengardencentre.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*				
Physical Development	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.						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.				

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. Programs & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, Navigating the web, National Geographic.				
R.E	**Christianity Concept:** Incarnation Why do Christians believe Jesus is special?							**Christianity Concept:** Salvation What is so special about Easter?				
Music	**Y1 Unit 3 Compose and Create: exploring and performing rhythm patterns** Singing, moving and playing to a steady pulse	Identifying the timbre of classroom percussion	Echoing simple rhythm patterns	Reading rhythms from pictures	Composing a rhythm sequence using pictures	Playing rhythm patterns to a steady pulse		**Y1 Unit 4 Music and movement: feeling the pulse and changing the tempo** Feeling the pulse in songs and chants	Keeping a steady beat as we move, sing and play	Combine 3.Feeling the pulse in music with a fast or slow tempo 4.Choosing a fast or slow tempo for songs, chants and games	Responding to tempo changes within a song or piece of music	Using tempo to tell a musical story

St George's Hanover Square Year A Nursery and Reception Curriculum Map Summer Term

Topic	Minibeasts							Travelling and transport				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	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 **Core Books**	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
Reading **Word reading (Phonics)**	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.				
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	Spacial 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	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'					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.			
Understanding the World Core Books	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 Aaarrggh, Spider! Lydia Monks					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			
Visits / Visitors	**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					**Computing: Visitor from Camden Learning Centre (CLC)** https://camdenlearning.org.uk/school-improvement/camden-learning-centre/			

Physical Development	Gymnastics Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 4 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.							Dance Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 5 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. Programes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic.							Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum. Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate. Programmes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic			
R.E	**Christianity/ Islam** What makes a place special?							**Christianity/ Islam/Judaism** What can we learn from stories?			
Music	**Y1 Unit 5 Compose and create: high and low melodic responses** Chants and songs with a call and response structure	Reading simple rhythms	Identifying high and low notes	Composing a four beat rhythm	Composing a simple high and low melody	Performing a simple melody as part of a call and response song		**Y1 Unit 6 Singing for performance: Changing tempo and dynamics in our songs** Responding to different musical moods	Singing with character and feeling	Changing dynamics to change the mood	Changing the tempo to build excitement	Following a conductor to create a musical mood

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) -Write a retelling -Write a retelling -Write a retelling			**Narrative- stories in familiar settings** Beegu (Alexis Deacon) -Write a description -Write a postcard -Write a postcard			Whole School Project Week	**Poetry** The Worm (Ralph Bergengren) -Write new lines for a poem	**Narrative and Poetry** Aaaaaarrgh Spider! (Lydia Monks) -write a description. -Write a story		**Narrative – retelling Nativity** Linked to RE unit 'Advent -retelling **publication**	
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	**Christianity Concept:** Creation Why should we take care of the world? **Reference:** CGWF resource							**Christianity Concept:** Incarnation 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: Visitor in school from Francis Crick Institute**				
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 learni	**Animals, including humans** We are learning to describe and compare the structure of animals	**Animals, including humans** We are learni	**Seasonal Change 3** We are learning to describe the weather in different seasons

									ng to identify carnivores, herbivores and omnivores.		ng to identify which animals people can keep as pets.	(autumn and winter)	
History Changes within living memory - *Transport*	We are learning to know the timeline of types of transport	We are learning to understand how trains have changed over time	We are learning to understand how cars have changed over time	We are learning to understand how planes have changed over time	We are learning to understand how boats have changed over time	We are learning to explain ways that transport has changed over time		Taught in 1st half of term					
Geography *What makes planet Earth special?*	Taught in 2nd 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	
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.			**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	

DT	Structures (Homes)										
PE	Attack Defend Shoot Unit 1 (The PE Hub lesson plans – www.thepehub.co.uk)							Attack Defend Shoot Unit 2 (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 Y1 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) (Physical health and fitness)		Taught in 1st half of term			
PSHCE Y2 weekly lesson	To understand the benefits of eating at least 5 portions of fruit and vegetables (Healthy Eating)	To learn why medicines are taken (Drugs, alcohol and tobacco)	To learn where medicines come from (Drugs, alcohol and tobacco)	To identify what bullying is and how it makes people feel. (Respectful relationships)	To understand conflict and explain what to do when conflict arises. (Caring Friendships)	To know about different types of families. (Families and people who care for me)		Taught in 1st half of term			
Computing Computing systems and networks – *Technology around us*	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		Taught in 1st half of term			
Spanish	Greetings	What is your name	Phonics	Phonics	Numbers 1 - 5	How old are you?		Colours	Colours	Animals	Animals	Christmas

Music	**1.Start with singing: finding my singing voice** My singing voice	Singing echo songs	Singing call and response songs	Call and response singing games	Singing and identifying echo and call and response	Feeling the pulse and playing the beat		**2.Singing together: how singing makes me feel** Strong and soft singing	How singing softly makes me feel	Singing stronger and feeling energised	Controlling dynamic changes within a song	Following a leader to change dynamics	Changing dynamics to perform with feeling
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	**Non-fiction - Information Texts** publication Spiders (Rebecca Gilpin) Animal Lives Spiders (Sally Morgan) -Write a factual paragraph. -Write a poster -Write a non-chronological report (and publish) – 2 weeks -Write instructions					**Poetry** The Puffin Book Of Fantastic First Poems (June Crebbin) -Write a tongue twister poem.		**Narrative** The Snail and The Whale (Julia Donaldson) -Write a description -Write a retelling		**Narrative – recounts and retelling** No Dinner! (Jessica Souhami) -Write a retelling -Write a postcard -Write part of a story		
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?							**Christianity Concept:** Salvation Why might many Christians around the world say that Easter is the most important festival? **Reference:** CGWF resource				
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				

Whole School Project Week

Science	**Everyday Materials** We are learning to identify and name a variety of everyday materials – wood, plastic and metal	**Everyday Materials** We are learning to identify and name a variety of everyday materials - rock, brick, glass and water	**Everyday Materials** We are learning to identify and name paper in a variety of forms	**Everyday Materials** We are learning to describe the properties of everyday materials	**Everyday Materials 4** We are learning to compare and group different materials based on their properties	**Everyday Materials** We are learning to recognise that objects can be made of more than one material year		**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 different seasons
History Changes within living memory - *Shopping*	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 1st half of term				
Geography *What is our weather like?*	Taught in 2nd 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-	We are learning to investigate three-dimensional shapes used in Chinese New Year	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.

	dimensional shapes.	celebrations									
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 Visitor-The London Fire Brigade										
PSHCE Y1 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 1st half of term				
PSHCE Y2 Weekly lesson	To explore gender stereotypes in careers. (Respectful relationships)	To explore how life is different around the world. (Respectful relationships)	To recognise how it feels to be proud of someone else. (Respectful relationships)	To recognise and describe different feelings in themselves and others. (Mental wellbeing)	To learn that feelings change and that not everyone experiences the same feeling in the same situation. (Mental wellbeing)	Learn about 'big' feelings and how to manage them. (Mental wellbeing)	Taught in 1st half of term				
Computing Programming A –	Taught in 2nd 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

Moving a robot												
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	**3.Compose and Create: exploring and performing rhythm patterns** Singing, moving and playing to a steady pulse	Identifying the timbre of classroom percussion	Echoing simple rhythm patterns	Reading rhythms from pictures	Composing a rhythm sequence using pictures	Playing rhythm patterns to a steady pulse	**4.Music and movement: feeling the pulse and changing the tempo** Feeling the pulse in songs and chants	Keeping a steady beat as we move, sing and play	Combine 3.Feeling the pulse in music with a fast or slow tempo 4.Choosing a fast or slow tempo for songs, chants and games	Responding to tempo changes within a song or piece of music	Using tempo to tell a musical story	
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	**Author study** Quentin Blake: Mr Magnolia -Write a report (author profile) -Write a retelling -Write a character description			**Narrative - Fantasy** Where the Wild Things Are (Maurice Sendak) -Write a character description -Write a retelling -Write a story			Whole School Project Week	**Poetry** The Puffin Book Of Fantastic First Poems (June Crebbin) -Write a descriptive poem -Write a descriptive poem		**Non-Fiction publication** Our Street – linked to Geography topic -Write an information leaflet -Write a recount		
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?							**Christianity Concept:** Gospel; Kingdom of God Why did Jesus tell stories?				
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: 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**				
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:	We are learning to know the time	We are learning to identify	We are learning to identify	We are learning to understand	We are learning to understand	We are learning to explain		Taught in 1st half of term				

Homes and schools where we live	and place of homes and schools in our local area	older and newer homes	older and newer homes in our local area (Local area walk)	how the inside of homes have changed over time	how our school has changed over time	ways that homes and schools in our local area have changed over time						
Geography *What is my local area like?*	Taught in 2nd 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 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 Y1 weekly lessons	Taught in 2nd half of term							**RHSE** KS1, Module 1, Unit 3, Session 1 Feelings, likes and	**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	**RHSE** KS1, Module 2, Unit 2, Session 1 Special People (TT)	**RHSE** KS1, Module 1, Unit 4, Session 1 The Cycle of Life (TT)	

								dislikes (TT)		(Slides 9-12 only) (TT)		
PSHCE Y2 weekly lessons	Taught in 2nd half of term							**RHSE** KS1, Module 2, Unit 2, Session 2 Treat others well… (TT)	**RHSE** KS1, Module 2, Unit 2, Session 3 …and say sorry (TT)	**RHSE** KS1, Module 1, Unit 2, Session 2 Girls and Boys (TT)	**RHSE** KS1, Module 2, Unit 3, Session 2 Good secrets and bad secrets (TT)	**RHSE** KS1, Module 2, Unit 3, Session 3 Physical Contact (TT)
Computing Creating Media – *Digital writing*	To use a computer to write	To add and remove text on a computer	To identify that the look of text can be changed on a computer.	To make careful choices when changing text.	To explain why I used the tools that I chose	To compare writing on a computer with writing on paper		CLC Visit				
Spanish	Food	Food	Food	The Weather	The Weather	Retrieval Practice		Family	Family	Feelings	Feelings	Retrieval Practice
Music	**5.Compose and create: high and low melodic responses** Chants and songs with a call and response structure	Reading simple rhythms	Identifying high and low notes	Composing a four beat rhythm	Composing a simple high and low melody	Performing a simple melody as part of a call and response song		**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	**Narrative** The Frog Prince Continued (Jon Scieszka) -Write a retelling -Write a diary entry -Write a letter				**Narrative** Grace and Family (Mary Hoffman and Caroline Birch) -Write an advertisement -Write a letter		Whole School Project Week	**Narrative** Grace and Family -Write a diary entry	**Narrative** The Julian Stories (Ann Cameron) Comp -Write a retelling -Write a story		**Poetry** Hot Like Fire (Valerie Bloom) -Write a description -Write a verse of a poem	
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	**Christianity Concept:** 8 concepts of the Bible What is the Bible's 'Big story'?							**Christianity Concept:** Incarnation; Gospel Who is Jesus? (I am statements)				
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** We are learning to compare and group	**Rocks** We are learning to compare and group rocks	**Rocks** We are learning to investigat	**Rocks** We are learning to describe	**Rocks** We are learning to recognise		**Animals including humans** We are learning that	**Animals including humans** We are learning that	**Animals including**	**Animals including humans** We are learning to identify and	**Animals including humans** We are learning to

	rocks based on appearance.	rocks by physical properties (hardness).	by physical properties (permeability).	e how rocks change over time.	how fossils are formed.	what soil is made from.		animals, including humans, get nutrition from what they eat.	animals, including humans, need the right types and amount of nutrition.	**humans** We are learning to understand the functions of the skeleton.	group animals with and without skeletons.	understand the functions of muscles.
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 1st half of term				
Geography What are landscapes and climates like around the world?	Taught in 2nd 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 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 pattern	We are learning to contribute to a shared piece of art.		

										s and dots.	
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 Y3 weekly lesson	To understand what food groups make up meals. (Healthy Meals)	To explain how food choices can contribute to tooth decay. (Healthy Meals)	To learn about how feelings and emotions change and what helps people to feel good. (Mental wellbeing)	Learn about getting help, advice and support with feelings and emotions. (Mental wellbeing)	To develop an awareness and definition of bullying and unkindness. (Mental wellbeing)	To explore ways of resolving conflict. (Respectful relationships)		Taught in 1st half of term			
PSHCE Y4 weekly lesson	To understand that food gives us energy. (Healthy eating)	To learn that medicines can be used to manage and treat medical conditions such as asthma. (Health and prevention)	To learn about the effects and risks of drinking alcohol. (Drugs, alcohol and tobacco)	To understand that infection can be spread through unclean hands and that handwashing can prevent the spread of infection. (Health and prevention)	To learn that infection can spread through sneezing and coughing and how to prevent this spread. (Health and prevention)	To learn about prejudice and how discrimination can affect people. (Respectful relationships)		Taught in 1st half of term			
Computing Computing systems and networks – *Connecting computers*	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		Taught in 1st half of term			

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	**1.Start with playing: adding percussive layers to build to texture in our songs** Chanting and singing in time	Adding simple instrumental parts to songs and chants	Building texture with a rhythmic ostinato	Playing and singing simultaneously	Rehearsing layers of unpitched accompaniments under a chant	Rehearsing layers of unpitched accompaniments under a song		**2.Singing together: how songs are used in communities** Singing together to build a community	Songs that bring people together	Singing together bonds us together	Singing together to celebrate	Singing together as a school community	Performing together as a school community
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 publication** Mufaro's Beautiful Daughters (John Steptoe) -Write a character description -Write a diary entry -Write a retelling				**Non-fiction** Reports about changes from the Stone Age to the Bronze Age (linked to history) -Non-chronological report			**Narrative** Aesop's Fables -Write a character description -Write a retelling -Write fable.			**Narrative creating stories** Adventure/mystery stories Superheroes -Write a character description -Write a comic strip	
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?							**Christianity Concept:** Salvation 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**						Whole School Project Week	**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 1st half of term				
Geography	Taught in 2nd 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
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 add details of pattern and texture to clay.	We are learning to add colour to clay.			**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.
DT	Electrical Systems (Light up Signs)											
PE	Gymnastics unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)							Football (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				
PSHCE Y3 weekly lessons	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 1st 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)					
PSHCE Y4 weekly lessons	To understand the importance of personal hygiene. (Health and prevention)	To understand how stereotypes can label people. (Respectful relationships)	To understand rights in a friendship. (Respectful relationships)	To understand responsibilities in a friendship. (Respectful relationships)	To understand how images are manipulated online. (Online relationships)	To identify and resist pressurising and manipulative behaviour. (Online relationships)		Taught in 1st half of term			
Computing Creating Media – *Desktop publishing*	Taught in 2nd half of term							To recognise how text and images convey information	To recognise that text and layout can be edited	To choose appropriate page settings	To add content to a desktop publishing publication	To consider how different layouts can suit different purposes
Spanish	My family	Animals	Our bodies	Clothes	Clothes	Retrieval Practice		The School	Pencil case	Classroom	Living in a city	Easter Celebrations
Music	**3.Compose and Create: notating and performing using rhythm grids** Rhythm grids as a form of notation	Rhythm and beat on rhythm grids	Rhythm grids and the subdivision of the beat	Decoding more complex rhythm grids	Reading stick notation on rhythm grids	Composing and notating on rhythm grids		**4.Playing together: building texture with melody, drone and ostinato** Identifying different layers of accompaniment within a piece of music	Drone accompaniments to songs	Layering simple accompaniments to create a thicker texture	Combine: 4.Melodic ostinato accompaniments to songs 5.Playing a melodic ostinato and singing simultaneously	Rehearsing songs with layers of instrumental accompaniments
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) -Write a non-chronological report -Write a non-chronological report				**Author study – recounts** The Twits (Roald Dahl) -Write part of a story -Write a formal letter -Write a playscript		Whole School Project Week	**Author study cont.**	**Narrative – recounts** **publication** Diary of a Killer Cat (Anne Fine) -Write a retelling -Write a comic strip -Write a story (and publish)			
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?							**Universal** How does following a golden rule make a difference to people's lives?				
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	We are learning to know the time	We are learning to explain	We are learning to understand	We are learning to understand	We are learning to understand	We are learning to explain		Taught in 1st half of term				

Ancient Civilisations: Egypt	and place of the earliest civilisations	why the River Nile was so important in Ancient Egypt	the religious beliefs of people in Ancient Egypt	how and why the pyramids were built	how historians use evidence make deductions	some of the greatest achievements of the Ancient Egyptians						
Geography What are the geographical features of Scotland and South America?	Taught in 2nd 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 Y3 weekly lessons	Taught in 2nd 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)
PSHCE Y4 weekly lessons	Taught in 2nd half of term							**RHSE** LKS2, Module 1,	**RHSE** LKS2, Module 1,	**RHSE** LKS2, Module 2,	**RHSE** LKS2, Module 2,	**RHSE** LKS2, Module 1,

								Unit 2, Session 3 What is puberty? (TT)	Unit 2, Session 4 Changing bodies (TT)	Unit 2, Session 2 When things feel bad (TT)	Unit 3, Session 3 Physical contact (TT)	Unit 4, Session 1 Life Cycles (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 1st half of term				
Spanish	Weather	Weather	Food	Food	Food	Retrieval Practice		Ways of transportation	Ways of transportation	Sports	Feelings	Summer
Music	**5.Compose and Create: major pentatonic melodies** Singing major pentatonic folk songs	Singing and identifying the major pentatonic scale	Playing a dotted rhythm major pentatonic melody	Notating a dotted rhythm major pentatonic melody	Improvising a major pentatonic melody	Composing a major pentatonic melody		**6.Singing for performance: holding a second part in rounds and partner songs** Rounds as a singing structure	Partner songs as a singing structure	Following a conductor when singing rounds	Singing partner songs	Rehearsing rounds and partner songs	Performing rounds and partner songs
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) -Write a diary entry -Write a letter of complaint -Write an informal letter				**Poetry** A Mermaid at Zennor by Charles Causley (in 'I Had a Little Cat' anthology) -Write a retelling -Write part of a narrative poem			**Narrative publication** Pax (Sara Pennypacker) -Write a retelling -Write an informal letter -Write a narrative.				
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	**Christianity Concept:** Kingdom of God How does prayer and pilgrimage draw Christians closer to God?							**Christianity Concept:** Incarnation How do art and music convey Christmas? Global perspective				
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@hsbc.com						Whole School Project Week	**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	**Properties and changes of materials** We are learning to investigate which	**Properties and changes of materials** We are learning to give reasons,	**Properties and changes of materials** We are learning to test which materials will	**Properties and changes of materials** We are learning to investigate variables	**Properties and changes of materials** We are learning to separate insoluble		**Properties and changes of materials** We are learning to separate soluble	**Properties and changes of materials** We are learning	**Properties and changes of materials** We are learning to explain that some	**Properties and changes of materials** We are learning to explain that some changes result in new materials	**Properties and changes of materials** We are learning to

	together everyday materials based on their properties.	materials are thermal conductors.	based on evidence from fair tests, for uses of everyday materials.	dissolve in liquid to form a solution.	that affect the rate of sugar dissolving.	substances from a mixture and demonstrate that *mixing* is reversible.		substances from a solution and demonstrate that *dissolving* is reversible.	to demonstrate that changes of state are reversible changes.	changes result in new materials forming and are not usually reversible – *burning*.	forming and are not usually reversible – *mixing*.	research how chemists create 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 1st half of term				
Geography 1.How do oceans and rivers shape the land? 2.Why does the climate change around the world?	Taught in 2nd 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	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.

								painting techniques.				
DT	Mechanical Systems (Moving Toys)											
PE	Netball (The PE Hub lesson plans – www.thepehub.co.uk)							Dance (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 Y5 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 1st half of term				
PSHCE Y6 weekly lesson	To recap how to keep ourselves healthy. (Physical health and fitness)	To explain some of the health benefits of being active. (Physical health and fitness)	To learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. (Drugs, alcohol and tobacco)	To learn what is meant by privilege. (Respectful relationships)	To learn to identify and critically evaluate current hair beauty stereotypes. (Respectful relationships)	To learn about the different sources of health information and how we make informed decisions. (Health and prevention)		Taught in 1st half of term				

Computing Creating Media- *Vector drawing*	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.		Taught in 1st half of term				
Spanish	Greeting and phonics	All about me	Colours	Numbers – 1 - 100	Colours and numbers	Retrieval practice		Storytelling	Storytelling	Sports	Hobbies	Shopping
Music	**1.Sing, play, perform: adding tuned accompaniment to part-singing** Part singing: rounds and partner songs	Two-part singing: rounds and partner songs	Singing and playing simultaneously: three note melodies	Part singing: adding a rhythmic ostinato accompaniment	Layering part-singing: adding a three note melody	Rehearsing and evaluating an ensemble piece with a thick texture		**2.Singing together: how songs unite us** Singing in unison	Three pitches - do, mi, so	Adding harmony and balancing sound	Vocal improvisation using do, mi, so	Composing together using do, mi, so	Composing a countermelody
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) -Write a retelling -non-chronological report (about highwaymen) -Write a verse of a poem				**Non-fiction - non-chronological reports publication** History of London (linked to history) London Through Time by Richard Platt -Write a non-chronological report		Whole School Project Week	**Non-fiction cont.** -Write an information leaflet.	**Narrative** Kensuke's Kingdom (Michael Morpurgo) -Write a diary entry. -playscript -Write an informal letter			
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?							**Christianity Concept:** Incarnation What might Jesus' miracles show about who he is?				
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	**Earth and Space** We are learning to describe the movement of the Earth around the	**Earth and Space** We are learning to use a model of the solar system to	**Earth and Space** We are learning to explain how the Earth's rotation	**Earth and Space** We are learning to identify the phases of the moon and	**Earth and Space** We are learning to research scientific theories from the		**Living Things and their habitats** We are learning to describe the	**Living Things and their habitats** We are learning to describe the life cycle of	**Living Things and their habitats** We are learning to describe the life cycle of	**Living Things and their habitats** We are learning to describe the life cycle of a	**Living Things and their habitats** We are learning to compare the life cycles of

	of the Earth, Sun and Moon.	Sun and the Moon around the Earth.	describe the movement of planets.	causes day and night.	explain why these occur.	past about the solar system.		life cycle of a mammal.	an amphibian and describe differences with life cycles of with other animals.	an insect and describe differences with life cycles of other animals.	bird and describe differences with life cycles of other animals.	animals in the local environment with 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 1st half of term				
Geography What is it like to live in a city?	Taught in 2nd 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 Y5 weekly lessons	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 1st half of term			
PSHCE Y6 weekly lessons	To learn about mental health; what it means and how we can take care of it. (Mental wellbeing)	To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times. (Mental wellbeing)	To identify different tactics someone might use to manipulate another person online. (Online relationships)	To explain what to do if someone tries to pressure or manipulate them. (Online relationships	To begin to identify risks and risky behaviour. (Being safe)	To learn the importance of good sleep. (Health and prevention)		Taught in 1st half of term			
Computing Computing systems and networks - *Understanding Artifical Intelligence*	Taught in 2nd half of term							To understand what artificial intelligence is (and what it isn't!)	To practically engage in machine learning	To understand Generative AI	To learn how to use AI safely and responsibly	To learn how to use AI safely and responsibly

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	**3.Compose and rehearse: creating and combining minimalist cells** The key features of minimalism	Creating and notating a repeating minimalist cell	Adding more minimalist cells to create a thicker texture	Building a minimalist piece	Notating a minimalist piece	Rehearsing, performing and appraising a minimalist performance		**4.Playing together: discovering different vocal timbres** Introducing beatboxing vocal percussion	Layering beatboxing vocal percussion sounds	Rehearsing a texture of two or more parts	Improvising using beatboxing techniques and vocal sounds inspired by nature	Combine: 5.Improvising a beatboxing film score 6.Evaluating and performing a beatboxing film score
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 -Write a persuasive letter -Write a diary entry -Write a balanced argument			**Non-fiction Publication** Newspaper reports linked to Street Child by Berlie Doherty -Write a newspaper report.		**Non-fiction** Living things Changes in Nature/Illumi nature by Rachel Williams		**Non-fiction cont.** -Write an explanation text.		**Poetry** Nature: Poems from a Green and Blue Planet edited by Sabrina Mahfouz -Write a descriptive poem -Write haiku poems -Write a rhyming poem		
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 Gurus shape Sikhism?							**Islam** - 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*						Whole School Project Week	**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 reproducti on in some	**Living Things and their Habitats** We are learning to grow and make observatio ns of new plants from parts of a	**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)

								plants and animals.	parent plant.			
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 1st half of term				
Geography What are the key geographical features Kenya and the UK?	Taught in 2nd 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 Y5 weekly lessons	Taught in 2nd 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)
PSHCE	Taught in 2nd half of term							**RHSE**	**RHSE**	**RHSE**	**RHSE**	**RHSE**

Y6 weekly lessons								UKS2, Module 2, Unit 2, Session 2 Do you want a piece of cake (TT)	UKS2, Module 1, Unit 2, Session 2 Girls' bodies (TT)	UKS2, Module 1, Unit 2, Session 3 Boys' bodies (TT)	UKS2, Module 1, Unit 4, Session 1 Making babies (part 1) (TT)	UKS2, Module 1, Unit 4, Session 2 Making babies (part 2) (TT)
Computing Programming B- *Selection in quizzes*	To explain how selection is used in computer programs.	To relate that a conditional statement connects a condition to an outcome.	To explain how selection directs the flow of a program.	To design a program which uses selection.	To create a program which uses selection.	To evaluate my program.		Taught in 1st half of term				
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	**5.Compose and Create: composing a minor melody on a stave** 1.Identifying major and minor tonalities	Minor melodies and the minor pentachord	Reading the five note minor pentachord scale	Reading and playing minor melodies	Composing and notating a minor melody	Reading and performing minor melodies		**6.Singing for performance: syncopation in songs** What is syncopation?	Singing and playing syncopated rhythms	Layering syncopated rhythms to accompany a song	Syncopated rhythms in jazz	Creating and rehearsing a syncopated performance - building a tight ensemble	Syncopation performance and reflection
Food Tech	Falafel Pittas											