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

Topic	Ourselves							Celebrations & Festivals				
Role Play Area	Inside – The Doctors Surgery Outside – The Home							Inside – Christmas Market Outside – The Home Additional Theme: Nativity Scene				
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week10**	**Week 11**	**Week 12**
Topic Focus	My unique child Parent Meeting	This is me	Senses	Growing up / The family tree Photos	Familiar buildings in my community People who help us in our community	Healthy diet, exercise and oral health		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 - reassessment for attainment groups Reading Practice – everyday 5 groups reading with 5 adults. Reading Practice – Children's books changed once a week Begin Guided writing and guided reading 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 Observation checkpoint 3&4 year Children olds	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. 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 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.				

	Children supported at lunchtimes to support eating & healthy choices.									
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 butto n 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 a Local Library** *https://www.camden.gov.uk/libraries-local-studies* *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	Who made the world wonderful and why?								Why is Christmas special for Christians?				
Music	**Unit 1 Pulse** To understand pulse	Creating simple patterns	Understanding how sound is represented by symbols	Physicalising pulse in different ways	Maintaining pulse and identifying strong beats	Identifying tempo			**Unit 2 Timbre** Different ways to use your voice	Different ways to use your body	High and low sounds	Loud and quiet sounds	Instruments of the orchestra

St George's Hanover Square Year B Nursery/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			From seed to plant 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 5 groups reading with 5 adults. Reading Practice – Children's books changed once a week Begin Guided writing and guided reading 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 - reassessment for attainment groups Reading Practice – everyday 5 groups reading with 5 adults. Reading Practice – Children's books changed once a week 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.				
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 Recording quantities dots tallies etc.	Measures: shape and spatial thinking: height and time.	Number: Comparing numbers to 10. One more and less Recording quantities dots	Number: Bonds to 10	3D shape pattern

								tallies, no's etc		
Core Maths books		Room on the broom by Julia Donaldson Who sank the boat? By Pamela Allen	None the number	Frog and toad a lost button by Arnold Lobel	The enormous crocodile		I spy numbers Jean Marzello	The blue balloon by Mick Inkpen	None the number	Frog and toad a lost button by Arnold Lobel	A beach for Albert
Understanding the World	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/camden-city-learning-centre-clc/*						**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. Roleplay areas reflect current topic and include suitable electronic devices as appropriate. Programes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, Navigating the web, National Geographic.				
R.E	Why do Christians believe Jesus is special?							What is so special about Easter?				
Music	**Unit 3 Rhythm** Rhythm vs. pulse	Rhythms	Rhythm symbols and patterns	Rhythm notation	Reading and writing rhythmic notation	Improvising rhythms		**Unit 4 Pitch** What is pitch?	Combine: Lesson 2: High Sounds Lesson 3: Low sounds	Following the pitch	Changing the pitch	Creating high and low sounds

St George's Hanover Square Year B Nursery/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 5 groups reading with 5 adults. Reading Practice – Children's books changed once a week Begin Guided writing and reading practice in groups daily 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 5 groups reading with 5 adults. Reading Practice – Children's books changed once a week Begin Guided writing and reading practice in groups daily 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.				
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.							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 councilors, prayer leaders etc. Self-Regulation- Self-help skills –using strategies to moderate their own and others feelings socially and emotionally. Rewarding children: smile chart, special mentions, head teacher's awards. Activities to develop relationships/making friends/dealing with conflict/sharing. –dialogic story time.									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. 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		Spatial reasoning 1:	Number: Adding more &	Spatial reasoning 2: Compose	Number: Patterns Doubling				Number: Grouping Even and Odd	Spatial reasoning 3:	Number: Patterns and relationships	Spacial reasoning 4 mapping

	Counting patters to 10 and beyond	Match rotate manipulate.	taking away	& Decompose:			Visualise and build		
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**					**Computing: Visitor from Camden Learning Centre (CLC)** https://camdenlearning.org.uk/camden-city-learning-centre-clc/			

	https://www.royalparks.org.uk/learn/schools/eyfs										
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. Prorgrames & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic.							Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum. Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate. Programmes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic			
R.E	What makes a place special?							What can we learn from stories?			
Music	**Unit 5 Contrasts** Rhythm	Pitch	Dynamics	Articulation	Melody	Timbre		**Unit 6 Musical devices** Conjunct melodies	Disjunct melodies	Imitation	Sequence	Riffs

St George's Hanover Square Year B Year 1/2 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 Unit** The Tiger Who Came To Tea (Judith Kerr)			**Poetry** The Works (Paul Cookson)		**Non-Fiction** Non chronological report (living things and their habitats)	Whole School Project Week	**Non-Fiction** Non chronological report	**Narrative** Traction Man is Here (Mini Grey)			**Comp Nativity rehearsals**
Phonics	**Read Write Inc**											
Story Time	Amazing Grace, Mary Hoffman		The Sheep Pig, Dick King-Smith			The True Story of the Three Little Pigs, Jon Scieszka		A Bear Called Paddington, Michael Bond			Astrix the Gaul, Renné Goscinny	
Poetry recital	Leap Like a Leopard by John Foster											
Maths Y1	Place value				Addition and subtraction (within 10)			Addition and subtraction (within 10) cont.			Geometry – shape	
Maths Y2	Place value				Addition and subtraction			Addition and subtraction cont.			Geometry – shape	
R.E	Why did Jesus teach the Lord's prayer as the way to pray?							How does the symbol of light help us to understand the meaning of Christmas for Christians?				
Visits / Visitors	**History: Visitor in school from History Off the Page, 'Great Fire of London' workshop** *https://www.historyoffthepage.co.uk/courses/great-fire-london/* **OR** **Visitor in school from Historic Workshops 'Great Fire and plague of London workshop** https://www.historicworkshops.com/the-great-fire-and-plague-of-london-workshop.html **OR** **Or Great Fire of London Workshop** https://www.hrp.org.uk/tower-of-london/schools/key-stage-1/fire-fire/#gs.l1rw4o							**Science: Visitor in school from Francis Crick institute 'Journey of the Germ workshop** *https://www.crick.ac.uk/partnerships/education-outreach*' **Geography: Hampstead Heath Education Centre – Mad about Maps** https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning-at-hampstead-heath **OR** **Hyde Park Education – Maps and Orienteering** https://www.royalparks.org.uk/learn/schools				
Science	**Plants** We are learning to identify	**Plants** We are learning to understand	**Plants** We are learning to	**Plants** We are learning to describe	**Plants** We are learning to find out how plants need light	**Plants** We are learning to describe how		**Living things and their habitats** We are learning to	**Living things and their habitats** We are learning to	**Living things and their habitats**	**Living things and their habitats** We are learning to describe how	**Living things and their habitats** We are learning how

	and compare different seeds.	how bulbs grow.	observe how seeds germinate.	how seeds germinate.	to grow and stay healthy.	plants need light to grow and stay healthy		explore and compare things that are living, dead or have never been alive.	identify and name a variety of plants and animals in their habitats and what they provide.	We are learning to identify how living things are suited to their habitats.	animals obtain food from plants and other animals.	plants and animals depend on each other in their habitats.
History Important events in the history of Britain	We are learning to know the time and place of important events in history	We are learning to know the events of the Gunpowder Plot	We are learning to explain why we have Bonfire Night	We are learning to know the events of the Great Fire of London	We are learning to explain why we have Remembrance Day	We are learning to explain 3 important events in the history of Britain		Taught in 1st half of term				
Geography *What is the UK like?*	Taught in 2nd half of term							We are learning to use simple maps	We are learning to understand aerial views	We are learning to make simple maps	We are learning to understand that the UK is made up of 4 countries	We are learning to identify mountains and rivers of the UK	We are learning to understand what it is like at the coast
Art and design	**Drawing (Key Skills and Techniques)** We are learning to create pictures by drawing in continuous line.	We are learning to draw figures (people) in movement.	We are learning to draw buildings. (Resist effect technique).	We are learning to draw from observation.	We are learning to draw nature from memory.			**Painting (Nature)** We are learning to mix and apply paint in different ways.	We are learning to create the colour green.	We are learning to change the consistency of paint. We are learning to make paint darker and lighter.	We are learning to mix and match colours.	We are learning to contribute to shared painting.
DT	Mechanical Systems (Moving Pictures)											
PE	(The PE Hub lesson plans – www.thepehub.co.uk) Attack Defend Shoot Unit 1							(The PE Hub lesson plans – www.thepehub.co.uk) Attack Defend Shoot Unit 2				
PSHCE in addition								Whole School Project Week-Equality Studies Anti-bullying week				

to weekly lesson												
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 – *IT*	Taught in 2nd half of term							To recognise the uses and features of information technology.	To identify information technology in the home.	To identify information technology beyond school.	To explain how information technology benefits us.	To show how to use information technology safely.	To recognise that choices are made when using information technology.

around us												
Spanish	Phonics	Greetings	Feelings	Numbers – 1 - 12	All about me	Retrieval practice		Colours	Shapes	Shapes and colours	Animals	Christmas
Music	**Unit 7 Pulse and metre** Understanding pulse	Understanding pulse	Creating simple patterns	Creating simple patterns	Understanding how sound is represented by symbols	Singing through all songs learnt so far. Listening to a live guest musician(s) and learning about the instruments		Physicalising pulse in different ways	Physicalising pulse in different ways	Maintaining pulse and identifying strong beats	Maintaining pulse and identifying strong beats	How many beats in a bar?
Food Tech	Fruity Yoghurt Cups											

St George's Hanover Square Year B Year 1/2 Curriculum Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English texts and genre	**Comp**	**Narrative** The Princess and the White Bear King (Tanya Robyn Batt)			**Non-Fiction** Non-chronological report on Remarkable people from the past (linked to history)		Whole School Project Week	**Recounts** (relating to real life experiences)	**Non-Fiction Instructions** How to keep a plant alive (linked to science)		**Narrative Unit** Man on the Moon (Simon Bartram)	
Phonics	**Read Write Inc**											
Story Time	The Queen's Nose, Dick King-Smith			Clarice Bean, That's Me, Lauren Child	The Story of Babar, Jean de Brunhoff			That rabbit belongs to Emily Brown, Cressida Cowell		Finn Family Moomintroll, Tove Jansson		
Poetry recital	30 Days Has September (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 – How are Jewish festivals celebrated and remembered?							How do Easter symbols help us to understand the meaning of Easter for Christians?				
Visits / Visitors	**History: Visit to the Florence Nightingale Museum: A visit with Miss Nightingale workshop** *https://www.florence-nightingale.co.uk/a-visit-with-miss-nightingale/* **RE: Visitor from Judaism for Schools PSHCE: Visitor-The London Fire Brigade Fire Safety workshop**							**Computing: Visitor in school from Camden Learning Centre (CLC), Programming-An introduction to quizzes' workshop** *https://camdenlearning.org.uk/camden-city-learning-centre-clc/* **Science: Visitor with a young baby (member of staff, parent volunteer etc)**				
Science	**Uses of Everyday Materials** We are learning to identify different material	**Uses of Everyday Materials** We are learning to compare how suitable materials are for different uses.	**Uses of Everyday Materials** We are learning to test the absorbency of	**Uses of Everyday Materials** We are learn	**Uses of Everyday Materials** We are learning to research key figures who have developed new materials.	**Uses of Everyday Materials** We are learning to identify materia		**Animals, including humans** We are learning to recognise different animals' offspring.	**Animals, including humans** We are learning to describe how animals change as they grow into adults.	**Animals, including humans** We are learning to understand and describe a human life cycle.	**Animals, including humans** We are learning to understand and describe other animals' life cycles.	**Animals, including humans** We are learning to explain what animals need to survive.

	s and what they can be used for.		different materials and identify what these materials would be suitable for.	ing to test if and how the shapes of solid objects can be changed.		ls that are suitable for reusing and recycling.						
History Famous women through history	We are learning to know the time and place of some famous women through history	We are learning to explain the changes that Florence Nightingale made to hospitals	We are learning to compare the lives and work of Mary Seacole and Florence Nighting ale	We are learning to understand that Emmaline Pankhurst helped to win women the right to vote	We are learning to understand the huge contribution Marie Curie made to medicine	We are learning to explain how some famous women have influenced the world		Taught in 1st half of term				
Geography *What are the different*	Taught in 2nd half of term							We are learning to understand what a continent is and locate	We are learning to use an atlas to locate the five oceans	We are learning to understand what the climate and landscape	We are learning to understand what the climate and landscape is	We are learning to write a report comparing different environments in the world

environments in the world?								the 7 continents		are like at the two poles	like around the equator	
Art and design	**Sculpture (Under the Sea)** We are learning to explore clay.	We are learning to model with clay.	We are learning to apply clay techniques.	We are learning to apply clay techniques.	We are learning to paint on clay sculptures			**Printing (Roller and Ink Techniques)** We are learning to print using our finger.	We are learning to use a roller to print.	We are learning to blend two colours of ink.	We are learning to polyprint with ballpoint markings.	We are learning to use objects to print.
DT	Structures (Kites)											
PE	Gymnastics Unit 1 & 2 (The PE Hub lesson plans – www.thepehub.co.uk)							Dance Unit 1 & 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	To learn that feelings change and that not everyone experiences the same feeling	Learn about 'big' feelings and how to manage them. (Mental wellbeing)		Taught in 1st half of term				

				others. (Mental wellbeing)	in the same situation. (Mental wellbeing)								
Computing Programming B – *An introduction to quizzes using Scratch Jr*	Taught in 2nd half of term							To explain that a sequence of commands has a start	To explain that a sequence of commands has an outcome	To create a program using a given design	To change a given design	To create a program using my own design
Spanish	Retrieval Practice	Days of the Week	Months of the Year		Seasons	Family	Retrieval Practice	Our Bodies	Face	The School	Pencil Case	Easter Celebrations
Music	**Unit 8 Tempo, Dynamics, Timbre** Identifying tempo	Identifying tempo	High and low sounds	High and low sounds		Loud and soft sounds	Loud and soft sounds	Different ways to use the voice	Different ways to use the voice	Different ways to use instruments	Different ways to use instruments	Instruments of the orchestra
Food Tech	Veggie Fajitas											

St George's Hanover Square Year B Year 1/2 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** Anthony Browne			**SATS practice/ assessments**			Whole School Project Week	**Narrative - extended stories/ significant authors** The Magic Finger (read before unit starts) George's Marvellous Medicine (Roald Dahl)			**Poetry - Calligrams/ List poems** The Works (Paul Cookson)	
Phonics	**Read Write Inc**											
Story Time	Diary of a Wimpy Kid, Jeff Kinney			Winnie the Pooh, A A Milne				The BFG, Roald Dahl			Pippi Longstocking, Astrid Lindgren	
Poetry recital	Summer Days by Anne English											
Maths Y1	Multiplication and division		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 – How do Muslims show commitment to God -Allah?							Why do Christians make and keep promises before God?				
Visits / Visitors	**Science: Visitor in school from a dentist/dental nurse (staff/parent contact or arrange with school nurse)** **RE: Visitor in school to talk about Islam (member of staff, parent volunteer etc)** **OR** **Visit to Central London Mosque** https://www.iccuk.org/page.php?section=education&page=visits#							**Science: Visit to London Zoo, 'Hands on' or 'Lifecycles' workshops** *https://www.zsl.org/zsl-london-zoo/schools* *Outer Circle Regent's Park, London, NW1 4RY*				
Science	**Animals, including humans** We are learning to describe the importance of hygiene – hand washing.	**Animals, including humans** We are learning to describe the importance of hygiene– brushing teeth.	**Animals, including humans** We are learning to understand the importance of eating the right amount of different types of food.	**Animals, including humans** We are learning to recognise the benefits of exercise.	**Animals, including humans** We are learning to observe the effects of exercise.	**Animals, including humans** We are learning to explain how humans can stay healthy		**Plants** We are learning to find out how plants need a suitable temperature to grow and stay healthy.	**Plants** We are learning to describe how plants need a suitable temperature to grow and stay healthy.	**Plants** We are We are learning to find out how plants need water to grow and stay healthy.	**Plants** We are learning to describe how plants need water temperatu re to grow and stay healthy.	**Plants** We are learning to understand the life cycle of a plant.
History Significant International Achievements	We are learning to know the time and place	We are learning to explain the achievement	We are learning to explain the achievements of Bessie	We are learning to explain the achievements	We are learning to explain the achieveme	We are learning to compare the achievements of		Taught in 1st half of term				

	of some Significant events in history	s of Martha Ricks	Coleman and Amelia Earhart	of Christopher Columbus	nts of Neil Armstrong	Christopher Columbus and Neil Armstrong.						
Geography	Taught in 2nd half of term						We are learning to locate Asia on a map	We are learning to locate Asia on a map	We are learning to use aerial photographs to recognise features.	We are learning about what life is like in an India village	We are learning about what life is like in an Indian city	We are learning to write a report about the geography of India
Art and design	**Collage and Textiles (Nature Collages)** We are learning to explore materials by making rubbings.	We are learning to explore fish through art.	We are learning to make a collage.	**(Learning to Weave)** We are learning to make a box-loom weave.			**Digital Media (Expressive Portraits)** We are learning to research and respond to artists' work.	We are learning to create an expressive portrait.	We are learning to modify an expressive portrait.	We are learning to create expressive portrait photo-graphs.	We are learning to modify digital photographs	
DT	Mechanical Systems (Vehicles)											
PE	(The PE Hub lesson plans – www.thepehub.co.uk) Send and Return Unit 1 & 2						Run Jump Throw Unit 1 & 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 dislikes (TT)	**RHSE** KS1, Module 1, Unit 3, Session 3 Super Susie gets angry (TT)	**RHSE** KS1, Module 1, Unit 2, Session 3 & 4 Clean and Healthy (Slides 9-12 only) (TT)	**RHSE** KS1, Module 2, Unit 2, Session 1 Special People (TT)	**RHSE** KS1, Module 1, Unit 4, Session 1 The Cycle of Life (TT)	
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	**RHSE** KS1, Module 2, Unit 3, Session 3 Physical Contact (TT)	

											secrets (TT)	
Computing Creating Media- making music	To say how music can make us feel.	To identify that there are patterns in music.	To describe how music can be used in different ways.	To show how music is made from a series of notes.	To create music for a purpose.	To review and refine our computer work.		Taught in 1st half of term				
Spanish	Food	Food	Food	The Weather	The Weather	Retrieval Practice		Family	Family	Feelings	Feelings	The date (Retrieval of days and months)
Music	**Unit 9 Rhythm** Finding the pulse	Finding the pulse	Finding the pulse in a song	Finding the pulse in a song	Exploring the difference between pulse and rhythm	Exploring the difference between pulse and rhythm		Using symbols to represent sounds	Using symbols to represent sounds	Recognising musical symbols	Recognising musical symbols	Composing a rhythm
Food Tech	Stuffed potato skins											

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

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

													understand how weather affects us
Art and design	**Drawing (Key Skills and Tech-niques)** We are learning to draw homes.	We are learning to draw a pictorial map.	We are learning to sketch an object from the inside to the outside edge.	We are learning to draw portraits using our imagination	We are learning to design an award.		**Painting (Land-scapes)** We are learning about landscapes	We are learning to colour and texture of paint.	We are learning to compose a range of landscapes.	We are learning to paint a landscape using water-colours.	We are learning to paint a landscape inspired by the Fauve artists.		
DT	Electrical Systems (Torches)												
PE	Basketball (The PE Hub lesson plans – www.thepehub.co.uk)						Football (The PE Hub lesson plans – www.thepehub.co.uk)						
PSHCE in addition to weekly lesson							Whole School Project Week-Equality Studies Anti-bullying Week						

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 Creating Media- *Audio editing*	Taught in 2nd half of term							To identify that sound can be digitally recorded.	To use a digital device to record sound.	To explain that a digital recording is stored as a file.	To explain that audio can be changed through editing.	To show that different	To evaluate editing choices made.

												types of audio can be combined and played together.
Spanish	Greeting and phonics	All about me	Colours	Numbers – 1 - 50	Calendar	Seasons		Time	Time	Animals	Animals	Christmas

Music	**Unit 7 Pulse and Metre** Understanding pulse and rhythm	Understanding pulse and rhythm	Exploring 4 beats and 2 beats in a bar	Exploring 4 beats and 2 beats in a bar	Exploring 3 beats in a bar	Exploring 3 beats in a bar		Exploring 6 beats in a bar	Exploring 6 beats in a bar	Exploring 5 beats in a bar	Exploring 5 beats in a bar	Recognising time signatures
Food Tech	Bruschetta											

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

	time and place of Roman Britain	why the Romans wanted to invade Britain	the challenges the Roman's faced when invading Britain	a typical town in Roman Britain was like	why roads were so important to Roman Britain	impact the Romans had on Britain						
Geography What is it like to live in a town?	Taught in 2nd half of term							We are learning to understand the features of a town	We are learning to understand how towns began	We are learning how buildings can be protected	We are learning how towns can be improved	We are learning where our food comes from and how it gets to the supermarket
Art and design	**Sculpture (Ramayana Masks)** We are learning to explore facial expressions in masks.	We are learning to explore and draw the characters in The Ramayana.	We are learning to design a mask.	We are learning to construct a mask.	We are learning to decorate our mask.			**Printing (Printing with Different Materials)** We are learning to make prints on cloths using and object.	We are learning to make string prints.	We are learning to make tube string prints.	We are learning to make plastic clay prints.	We are learning to make prints using polyprint.
DT	Structures (Chinese Inventions)											
PE	Gymnastics Unit 1 & 2 (The PE Hub lesson plans – www.thepehub.co.uk)							Outdoor and Adventurous activity (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-Keeping Safe Studies				
PSHCE Y3 weekly lesson	To learn the definition of a vaccination, how the immune system functions and how they work to keep us	To learn the definition of a drug and that drugs (including medicines) can be harmful to people. (Drugs,	To learn about the effects and risks of smoking tobacco and second-hand smoke. (Drugs,	To explore family differences and challenge stereotyping about families. (Families and people	To identify the qualities of a good friend (Caring friendships)	To learn and explore what identity is and what makes everyone unique and special. (Respectful		Taught in 1st half of term				

	healthy. (Health and Prevention)	alcohol and tobacco)	alcohol and tobacco)	who care for me)		relationships)						
PSHCE Y4 weekly lesson	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 Computing systems and networks- *The Internet*	Taught in 2nd half of term							Connecting Networks	What is the internet made of?	Sharing information	Who owns the web	Can I believe what I read?
Spanish	My family	Animals	Our bodies	Clothes	Clothes	Retrieval Practice		The School	Around school	School subjects (instructions)	Around the house	Easter Celebrations
Music	**Unit 8 Timbre** Exploring percussion	Exploring percussion	Home percussion	Home percussion	Body Percussion (Part 1)	Body Percussion (Part 1)		Body Percussion (Part 2)	Body Percussion (Part 2)	Beatboxing basics	Beatboxing basics	Developing beatboxing
Food Tech	Yogurt Fruit Smoothies											

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

	and how these change throughout the year. (Part 2)	living things in our local environment.	on the environment.	on the environment.	tal changes on animals.							
History The Anglo Saxons in Britain	We are learning to know the time and place of Anglo Saxon Britain	We are learning to understand how the Anglo Saxons settled in Britain	We are learning to understand daily life in Anglo Saxon Britain	We are learning to understand the influence of Anglo Saxons on religious beliefs	We are learning to analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.	We are learning to explain who Alfred the Great was.		Taught in 1st half of term				
Geography 1.What are the geographical features of Germany? 2.What are the geographical features of North America?	Taught in 2nd half of term							1.We are learning to locate Germany using an atlas	We are learning to understand the importance of the river Rhine	2.We are learning to understand how land use has changed over time	We are learning to identify physical features of North America	We are learning about Canada	We are learning about the Rocky Mountains
Art and design	**Collage and Textiles (Plants and Patterns)** We are learning to re-create the textures of the rainforest.	We are learning to work collaboratively to create a collage.	We are learning to investigate costume and textiles.	We are learning to decorate fabric.				**Digital Media (Layers)** 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	Mechanical Systems (Storybooks)											

PE	Athletics (The PE Hub lesson plans – www.thepehub.co.uk) Cricket (The PE Hub lesson plans – www.thepehub.co.uk)							Tennis (The PE Hub lesson plans – www.thepehub.co.uk)				
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, Unit 2, Session 3 What is puberty? (TT)	**RHSE** LKS2, Module 1, Unit 2, Session 4 Changing bodies (TT)	**RHSE** LKS2, Module 2, Unit 2, Session 2 When things feel bad (TT)	**RHSE** LKS2, Module 2, Unit 3, Session 3 Physical contact (TT)	**RHSE** LKS2, Module 1, Unit 4, Session 1 Life Cycles (TT)
Computing Programming A: *Repetition in shapes*	To identify that accuracy in programming is important.	To create a program in a text-based language.	To explain what 'repeat' means.	To modify a count-controlled loop to produce a given outcome.	To decompose a task into small steps.	To create a program that uses count-controlled loops to produce a given outcome.		Taught in 1st half of term				
Spanish	The Weather	The Weather	Spain in the world	Food	Food	Retrieval Practice		Transport	Hobbies	Routines and times	Routines and times	How do you feel?
Music	**Unit 9 Rhythm** Pulse and rhythm	Pulse and rhythm	Improvising rhythmic patterns	Improvising rhythmic patterns	Improvising in a piece of music	Improvising in a piece of music		Using call and response in Samba music	Using call and response in Samba music	Improvising in a Samba style	Improvising in a Samba style	Summarising your learning on improvising
Food Tech	Cheeky Sandwich											

St George's Hanover Square Year B Year 5/6 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** Skellig-David Almond						Whole School Project Week	**Biographies** Nelson Mandela/Barack Obama		**Narrative (graphic novel)** Mouse, Bird, Snake, Wolf – David Almond		
Reading Lesson text	Skellig (David Almond)							Biographies Nelson Mandela/ Barack Obama		Mouse, Bird, Snake, Wolf – David Almond		Science topic books
Story time	If You Find This (Matthew Baker) A Story Like the Wind (Gill Lewis)							Stay Where You Are and Then Leave (John Boyne) Blackberry Blue (Jamila Gavin)				
Poetry recital	The Eagle by Alfred Lord Tennyson											
Maths Y5	Place value			Multiplication and division A		Addition and subtraction		Addition and subtraction	Fractions A			
Maths Y6	Place value			Four operations				Converting units	Fractions A		Ratio	
R.E	What might the journey of life and death look like from a Christian perspective?							How would Christians advertise Christmas to show what Christmas means today?				
Visits / Visitors	**History: Visit to the Imperial War Museum, 'We Were There: Ask Questions About Conflict' learning session** *https://www.iwm.org.uk/visits/iwm-london/schools/learning-sessions* *Lambeth Rd, London, SE1 6HZ* ***OR*** **History: Visit to the RAF Museum: 'Air Raid!' Workshop.** *https://www.rafmuseum.org.uk/london/schools/school-activity-programme/* **Financial skills for work: World of Work** educationteam@hsbc.com							**Science: Visitor in school - Science Off the Page, 'Predators and Prey' workshop** *https://www.historyoffthepage.co.uk/* **Geography: Hyde Park – Terrific Trees and Carbon (the role of trees in climate change)** https://www.royalparks.org.uk/learn/schools/sessions-parks/primary-ks1-ks2#sustainability				
Science	**Living things and their habitats** We are learning to describe how and why living things are classified.	**Living things and their habitats** We are learning to classify plants.	**Living things and their habitats** We are learning to classify	**Living things and their habitats** We are learning to classify animals. (invertebrates)	**Living things and their habitats** We are learning to classify micro-organisms.	**Living things and their habitats** We are learning to investigate the growth of micro-organisms.		**Evolution & Inheritance** We are learning to recognise that living things have changed over time.	**Evolution & Inheritance** We are learning to recognise that fossils provide evidence of evolution.	**Evolution & Inheritance** We are learning to recognise that living things produce offspring of the same kind but are normally not identical.	**Evolution & Inheritance** We are learning to understand how plants are adapted to their environment.	**Evolution & Inheritance** We are learning to identify how animals are adapted to their environment.

			animals(vertebrates).									
History The impact of World War Two on London	We are learning the time and place of World War Two	We are learning to explain the impact of evacuation during World War Two	We are learning to understand how the British government and public managed shortages during World War Two	We are learning to explain impact of the Blitz on London during World War Two	We are learning explain the impact of World War Two on daily life in London	We are learning explain the impact of World War Two on daily life in London		Taught in 1st half of term				
Geography What are the different climates and biomes around the world?	Taught in 2nd half of term							We are learning to understand how Earthquakes and volcanoes are formed.	We are learning how landscapes are created	We are learning about micro climates	We are learning about different biomes	We are learning to understand how pollution is affecting the climate	We are learning why clean water is so important
Art and design	**Drawing (Key Skills and Techniques)** We are learning to draw pictorial maps.	We are learning to create a town-scape collage.	We are learning to draw people in action	We are learning to explore texture in natural forms.	We are learning to create an image featuring contrasting patterns and shapes.			**Painting (Still Life)** We are learning about still life paintings.	We are learning to create a still life composition	We are learning to explore colour and tone in painting.	We are learning to explore the effects of colour in painting.	We are learning to arrange and draw a still life composition	
DT	Structures (Building Bridges)												

PE	Basketball (The PE Hub lesson plans – www.thepehub.co.uk)							Football (The PE Hub lesson plans – www.thepehub.co.uk)
PSHCE in addition to weekly lesson								Whole School Project Week- Equality Studies Anti-bullying week Workshop-Modern Day Slavery Workshop-Anti radicalisation Citizenship day-including using London transport safely
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	Taught in 2nd half of term							**Creating media: webpage creation** To review an existing website and consider its structure.	To plan the features of a web page.	To consider the ownership and use of images (copyright)	To recognise the need to preview pages.	To outline the need for a navigation path.	To recognise the implications of linking to content owned by other people.
Spanish	Greeting and phonics	All about me	Where do you live	Numbers – 1 - 1000	Calendar	Calendar		Sports	Hobbies and travel	Holiday hobbies	Story	Christmas	
Music	**Unit 16 Metre** To understand the difference between three and four time	To understand the difference between three and four time	To explore changes in metre	To explore changes in metre	To explore compound time	To explore compound time		To develop our understanding of compound time	To develop our understanding of compound time	To explore irregular metre	To explore irregular metre	To develop our understanding of irregular metre	
Food Tech	Cheesy leek parcels												

St George's Hanover Square Year B Year 5/6 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** Goodnight Mr Tom – Michelle Magorian							**Non-fiction** Black and British by David Olusoga				**Creative Writing** Alma (short film)
Reading Lesson text	Goodnight Mister Tom							**Non-fiction** Black and British by David Olusoga				
Story Time	Shakespeare Stories (Leon Garfield) The Other Side of Truth (Beverley Naidoo)							Arthur. The Seeing Stone (Kevin Crossley-Holland) Where the River Runs Gold (Sita Brahmachari)				
Poetry recital	The River by Valerie Bloom											
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	Buddhism – What does it mean to be a Buddhist?							How does the Christian festival of Easter offer hope?				
Visits / Visitors	**History: Visitor in school - History Off the Page – Homefront 1940s workshop** *https://www.historyoffthepage.co.uk/* **OR** **History: Visitor in school – Historic Workshops – World War II workshop** https://www.historicworkshops.com/ww2-workshop.html **Theatre visit- West End Production (Booking agreed with Head of School and Y6 teacher)**						Whole School Project Week	**RE: Visit to church for Stations of the Cross** **Computing: Visitor from Camden Learning Centre (CLC), 'Creating Media – 3D modelling' workshop** https://camdenlearning.org.uk/school-improvement/camden-learning-centre/				
Science	**Animals, including humans** We are learning to identify the main parts of the circulatory system and describe the function of the heart.	**Animals, including humans** We are learning to describe the function of blood.	**Animals, including humans** We are learning to describe the function of blood vessels.	**Animals including humans** We are learning to describe how nutrients and water are transported in humans.	**Animals, including humans** We are learning to investigate heart rate. (planning)	**Animals, including humans** We are learning to investigate heart rate. (investigating)		**Animals, including humans** We are learning to understand what is meant by a balanced diet.	**Animals, including humans** We are learning to recognise how diet affects the way the body functions.	**Animals, including humans** We are learning to recognise the benefit of exercise on how the body functions.	**Animals, including humans** We are learning to recognise the impact of drugs on how the body functions.	**Animals, including humans** We are learning to identify other lifestyle factors that impact how the body functions.

History Historical study of London post World War 2	We are learning to know the time and place of London post World War 2	To understand the problems Britain faced after World War 2	To know and understand the difficulties faced by the Windrush settlers	To understand what life was like in London during the 1950's	To understand the changes to life in London between the 1940's and 1950's.	To understand the changes to life in London between the 1940's and 1950's.		Taught in 1st half of term			
Geography How has land use changed over time?	Taught in 2nd half of term							We are learning to understand how land is developed	We are learning how old sites can be re-developed	We are learning how transport can be controlled	We are learning how transport affects the environment	We are learning why areas should be conserved
Art and design	**Sculpture (Wire Figures)** We are learning to sketch figures in motion.	We are learning to sculpt with wire.	We are learning to construct an armature.	We are learning to model form.	We are learning to paint our sculptures. We are learning to review and evaluate our work.			**Printing (Victorian Patterns)** We are learning to explore Victorian patterns.	We are learning to design a motif for a pattern.	We are learning to print using a Victorian inspired pattern.	We are learning to select a colour scheme.	We are learning to colour and arrange our design.
DT	Electrical Systems (Fairground)											
PE	Gymnastics Unit 1 & 2 (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- Keeping Safe Studies Workshop- Growing against violence -Anti-gang work Workshop-Internet safety				
PSHCE Y5 weekly lesson	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	To learn about mental	To learn about how feelings and	To identify different tactics someone might	To explain what to	To begin to identify risks and risky	To learn the importance of good		Taught in 1st half of term				

weekly lesson	health; what it means and how we can take care of it. (Mental wellbeing)	emotions are affected and can be managed at changing, challenging or difficult times. (Mental wellbeing)	use to manipulate another person online. (Online relationships)	do if someone tries to pressure or manipulate them. (Online relationships)	behaviour. (Being safe)	sleep. (Health and prevention)						
Computing Programming A – *Variables in games*	Taught in 2nd half of term							To define a 'variable' as something that is changeable	To explain why a variable is used in a program	To choose how to improve a game by using variables	To design a project that builds on a given example	To use my design to create a project
Spanish	My family - Possessive determinants	I have - Pets/ animals	Our bodies	Clothes	Clothes	Retrieval Practice		School	Pencil case	Around my home	My town	Easter Celebrations
Music	**Unit 17 Harmony** To sing in canon	To sing in canon	To explore chords	To explore chords	To explore bass lines	To explore bass lines		To explore singing in thirds	To explore singing in thirds	Learning how to harmonise	Learning how to harmonise	To develop a song through the use of harmony
Food Tech	Royal Rice											

St George's Hanover Square Year B Year 5/6 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 poem** The Lady of Shalott- Lord, Alfred Tennyson				**Narrative** Wonder- R.J. Palacio		Whole School Project Week	**Narrative** Wonder- R.J. Palacio (continued)				Speech writing
Reading Lesson text	The Lady of Shalott- Lord, Alfred Tennyson				Wonder – R.J. Palacio			**Narrative** Wonder- R.J. Palacio (continued)				
Story Time	Pig Heart Boy (Malorie Blackman) Secret Friends (Elizabeth Laird)							Journey to the River Sea (Eva Ibbotson) Where do you go, Birdy Jones? (Joanna Nadin)				
Poetry recital	The Witches extract from Macbeth by William Shakespeare											
Maths Y5	Shape		Position and direction	Consolidation and investigations	Volume			Decimals			Negative numbers	Converting units
Maths Y6	Shape		Position and direction	SATs Preparation and SATs				Consolidation and investigations				
R.E	How has the Christian message survived for over 2000 years?							Rules and responsibilities: Who decides?				
Visits / Visitors	**PSHCE: Visit to Houses of Parliament 'Adventurers tour of Parliament'** *https://www.parliament.uk/education/* **PSHCE: Visit to Junior Citizenship Day** **Computing: Visitor from Camden Learning Centre (CLC), 'Programming B – Sensing (using BBC Microbit) workshop** https://camdenlearning.org.uk/school-improvement/camden-learning-centre/							**Science / Geography: Visit to Kew Gardens, 'KS2 Evolution and Adaption' (science) OR 'KS2 habitats: rainforest' (geography) sessions** https://www.kew.org/kew-gardens/school-visits/browse-sessions/key-stage-2 **Residential visit to PGL in Liddington** *http://www.pgl.co.uk/en* *PGL Adventure Centre Liddington, Foxhill, Swindon, Wiltshire, SN4 0DZ* **OR Sayer's Croft, Surrey** *https://active.westminster.gov.uk/sayers-croft/*				
Science	**Light** We are learning to explain how we see things.	**Light** We are learning to apply understanding of how light travels to explain how a periscope works.	**Light** We are learning to understand that white light is made of many colours and these can be separated out.	**Light** We are learning to identify the variables that affect the size of a shadow.	**Light** We are learning to carry out a fair test to investigate shadow size.	**Light** We are learning to give examples to explain the way that light behaves.		**Electricity** We are learning to represent a simple circuit in a diagram and describe how it works.	**Electricity** We are learning to use a switch in a simple electrical circuit, show it in a diagram and describe	**Electricity** We are learning to demonstrate the effects of changing the current flowing through componen	**Electricity** We are learning to demonstrate the effects of changing the current flowing through componen	**Electricity** We are learning to demonstrate how circuits can be represented in, and constructed from, diagrams

								how it works.	ts in a circuit.	ts in a circuit			
History Crime and Punishment	We are learning to know the time and place of crime and punishment in Britain	We are learning to understand crime and punishment in Medieval England (1000-1500AD) *Middle Ages Witches capital/corporal punishment/humiliation*	We are learning to understand crime and punishment in Early Modern Britain (1500-1600AD) *Tudors Religious crime, capital/corporal punishment/humiliation*	We are learning to understand crime and punishment in the Georgian Period (1700-1800AD) *The rise of highway robbery and the Bloody Code*	We are learning to understand crime and punishment in the Victorian Era (1800-1900) *Sir Robert Peele and the police force and prison reform*	We are learning to explain how punishment of crime in Britain has changed over time (1000AD – 1900AD)		Taught in 1st half of term					
Geography What are the geographical features of South America and Asia?	Taught in 2nd half of term							We are learning about the Amazon region	We are learning what it is like to live in the rainforest and why it is so important	We are learning how to protect the rainforest	We are learning about the climate of South East Asia	We are learning how land use in Singapore has changed	We are learning how Singapore is planning for the future
Art and design	**Collage and Textiles (Manipulating Fabric and Collab-orative Collages**) We are learning to explore ways to manipulate fabric.	We are learning to wave on a card loom.	We are learning sky and sea techniques using collage materials.	We are learning to work collaboratively to create a collage.				**Digital Media (Digital Collages)** We are learning to create a digital collage.	We are learning to create a collaborative collage.	We are learning to create and edit a digital collage background.	We are learning to create and edit a digital collage background.	We are learning to add text to a digital collage.	
DT	Structures (Bird House Builders)												

PE	Cricket (The PE Hub lesson plans – www.thepehub.co.uk) Athletics (The PE Hub lesson plans – www.thepehub.co.uk)							Tennis (The PE Hub lesson plans – www.thepehub.co.uk) Outdoor and Adventurous Activity (Y6 residential)			
PSHCE in addition to weekly lessons											
PSHCE Y5 weekly lesson	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 Y6 weekly lesson	Taught in 2nd half of term							**RHSE** UKS2, Module 2, Unit 2, Session 2 Do you want a piece of cake (TT)	**RHSE** UKS2, Module 1, Unit 2, Session 2 Girls' bodies (TT)	**RHSE** UKS2, Module 1, Unit 2, Session 3 Boys' bodies (TT)	**RHSE** UKS2, Module 1, Unit 4, Session 1 Making babies (part 1) (TT)	**RHSE** UKS2, Module 1, Unit 4, Session 2 Making babies (part 2) (TT)
Computing Data and information - *Introduction to spreadsheets*	To create a data set in a spreadsheet	To build a data set in a spreadsheet	To explain that formulas can be used to produce calculated data	To apply formulas to data.	To create a spreadsheet to plan an event	To choose suitable ways to present data		Taught in 1st half of term				
Spanish	Spain and other countries	Spanish culture	Food	Food	The Weather	Retrieval Practice		Ways of transport	Spanish history	Routines and Time	Routines and Time- Using adverbs	Professions
Music	**Unit 18 Rhythm** Understanding syncopation	Understanding syncopation	To layer syncopated rhythms	To layer syncopated rhythms	To read syncopated rhythms	To read syncopated rhythms		To compose a syncopated rhythm	To compose a syncopated rhythm	To perform using syncopated rhythms	To perform using syncopated rhythms	To summarise our learning of syncopation
Food Tech	Cheesy courgette muffins											