

## Year 1 Curriculum map overview 2022.

English					
Reading genres	Writing purposes		Oracy	Talk for writing	Key Texts
<ul style="list-style-type: none"><li>Poetry</li><li>Non-fiction</li></ul> <p>Key stories, fairy stories, traditional tales</p>	<b>Writing to entertain</b>	<ul style="list-style-type: none"><li>Story</li><li>Description</li></ul>	<ul style="list-style-type: none"><li>Ask and answer simple questions</li><li>Actively listen to other's point of view</li><li>Follow instructions</li></ul> <p>Give simple instructions</p>	<ul style="list-style-type: none"><li>Re-tell a range of traditional tales</li><li>Re-tell familiar stories</li><li>Tell their own version of a story</li><li>Use familiar story language</li></ul> <p>Read simple poems aloud as a class</p>	The naughty bus Dear Zoo Wanted the perfect pet One Snowy Night After the Storm The Monster machine The most magnificent thing LRRH Gingerbread man Three little pigs Jack and the beanstalk Jack and the jellybeanstalk
Science					
<ul style="list-style-type: none"><li>Seasonal Changes</li><li>Everyday Materials</li><li>Animals including Humans</li><li>Plants</li></ul>		<ul style="list-style-type: none"><li>Ask simple questions and recognise that they can be answered in different ways.</li><li>Observe closely using simple equipment</li><li>Perform simple tests</li><li>Identify and classify</li><li>Use observations and ideas to suggest answers to questions.</li><li>Gather and record data to help in answering questions (simple, labelled drawings, simple tables)</li></ul>			
History					
Historical Concepts			Historical Skills		
Changes within living memory. (Individual/ family history- Day in the life of)			Chronological understanding Historical Enquiry Organisation and communication		
Significant historical events people and places in their own locality (Gunpowder plot)			Understanding of events, people and changes.		
Geography					
Locational Knowledge		Place Knowledge		Human and Physical Geography	Geographical Skills and Fieldwork.
UK				Seasonal and daily weather patterns.	Local area study.
Art		DT		Music	
Drawing Printing Collage		Simple Structures 3D Textiles Cooking and nutrition		<ul style="list-style-type: none"><li>Use voices expressively</li><li>Play tuned and untuned instruments</li><li>Listen to recorded and live music</li><li>Experiment and combine sounds</li></ul>	
PE		PHSE		RE	
Dance Athletics Football Ball games Gymnastics				1.10 What does it mean to belong to a faith community? 1.1 What do Christians believe God is like? 1.7 Who is Jewish and how do they live? 1.2 Who do Chrisitans say made the world?	

Basketball Dance Tagging and dodging games Multi-skills Yoga Swimming Hitting and catching		1.9 How should we care for the world and for others and why does it matter?
Computing		
<b>Computer Science-</b> Technology around us, Moving a robot, Programming animations <b>Information Technology-</b> Digital painting, digital writing <b>Digital literacy</b> ( E-safety within above sequences)		

## Year 2 Curriculum map overview.



English					
Reading genres	Writing purposes		Oracy	Talk for writing	Key Texts
<ul style="list-style-type: none"><li>• Classic and contemporary poems</li><li>• Stories</li><li>• Non-fiction</li><li>• Fairy stories and traditional tales</li><li>• Recurring language in stories and poems</li></ul>	Writing to entertain	<ul style="list-style-type: none"><li>• Story</li><li>• Description</li><li>• Poetry</li></ul>	<ul style="list-style-type: none"><li>• Give detailed instructions</li><li>• Identify differences between a question and a statement</li><li>• Listen to other's point of view and agree/disagree (use sentence stems)</li></ul>	<ul style="list-style-type: none"><li>• Retell known stories</li><li>• Tell their own version of a story following a plan</li><li>• Use a range of conjunctions when telling stories.</li><li>• Recite poems with a group or whole class.</li><li>• Explore the use of expression.</li></ul>	<p>Into the woods Hansel and Gretel Lost and Found Vlad and the Great Fire of London Toby and the Great Fire of London The Snorh and the Sailor Zahra (visual literacy)</p>
	Writing to inform	<ul style="list-style-type: none"><li>• Recount</li><li>• Letter</li><li>• Instruction</li></ul>			
Science					
Animals including Humans Living things and their habitats Everyday materials Plants		<ul style="list-style-type: none"><li>• Ask simple questions and recognise that they can be answered in different ways.</li><li>• Observe closely using simple equipment</li><li>• Perform simple tests</li><li>• Identify and classify</li><li>• Use observations and ideas to suggest answers to questions.</li><li>• Gather and record data to help in answering questions (simple, labelled drawings, simple tables)</li></ul>			
History					

Historical Content		Historical Skills	
Events beyond living memory that are significant ( Great fire of London) Lives of significant individuals in the past.( Neil Armstrong/ Christopher Columbus)		Chronological understanding Historical Enquiry Historical interpretations Organisation and communication Understanding of events, people and changes.	
Geography			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork.
Continents of the world	Similarities and differences in UK and non-European Country.	Seasonal weather patterns- hot and cold areas of the world.	Local area study including fieldwork.
Art		DT	Music
Drawing 3D Textiles	Movement of mechanisms Simple mechanisms Cooking and nutrition	<ul style="list-style-type: none"><li>● Use voices expressively</li><li>● Play tuned and untuned instruments</li><li>● Listen to recorded and live music</li><li>● Experiment and combine sounds</li></ul>	
PE	PHSE	RE	
Basketball (Invasion games) Gymnastics x2 Dance Dodgeball Football Yoga Tennis Swimming Athletics		1.6 Who is a Muslim and how do they live? 1.3 Why does Christmas matter to Christians? 1.6 Who is a Muslim and how do they live? Part 2 1.5 Why does Easter matter to Christians? 1.4 What is the ‘good news’ Chrisitians believe Jesus brings. 1.8 What makes some places sacred to believers?	
Computing			
<b>Computer Science</b> - Information technology around us, digital photography, robot algorithms, programming quizzes. <b>Information Technology</b> - Pictograms, making music. <b>Digital literacy</b> ( E-safety within above sequences)			

## Year 3 Curriculum map overview.



English					
Reading genres	Writing purposes		Oracy	Talk for writing	Key Texts
<ul style="list-style-type: none"><li>• A wide range of fiction, poetry, plays, non fiction and reference books</li><li>• Books structured in different ways</li><li>• Myths and legends</li></ul>	Writing to entertain	<ul style="list-style-type: none"><li>• Narrative</li><li>• Description</li><li>• Poetry</li></ul>	<ul style="list-style-type: none"><li>• Identify the difference between fact, fiction and opinion.</li><li>• Take part in discussions, sharing opinions, respecting others and building on peers viewpoints</li></ul>	<ul style="list-style-type: none"><li>• Tell their own version of a story/text out loud.</li><li>• Use different sentence starters and conjunctions when telling a story.</li><li>• Recite a range of poems – in groups and individually</li><li>• Begin to use appropriate expression.</li></ul>	How to wash a Woolly Mammoth Stone Age Boy Edgar the friendly dragon (visual literacy) Biography - Howard Carter/Tutunkhamun The time slip scarab A river (Marc Martin) The BFG
	Writing to inform	<ul style="list-style-type: none"><li>• Non chron report</li><li>• Recount</li><li>• Biography</li></ul>			
	Writing to persuade	<ul style="list-style-type: none"><li>• Advert</li><li>• Poster</li></ul>			
Science					
Animals including humans Plants Light and shadow Rocks and soils Forces and magnets		<ul style="list-style-type: none"><li>• Asking relevant questions and using different types of scientific enquiries to answer them</li><li>• Make careful observations and use equipment to take measurements</li><li>• Set up simple practical enquiries, comparative and fair tests.</li><li>• Gather, record, classify and present data in a variety of ways that helps answer their questions</li><li>• Record findings in a range of ways</li><li>• Use scientific evidence to answer questions</li><li>• Identify differences, similarities or changes</li><li>• Use results to make conclusions, make predictions for new ideas, suggest improvements and make further questions</li><li>• Report their findings in a variety of ways.</li></ul>			
History					
Historical Content			Historical Skills		
Changes in Britain from Stone age to Iron age Achievements of earliest civilisations ( Egyptians)			Chronological understanding Historical Enquiry Historical interpretations Organisation and communication Understanding of historical periods.		
Geography					
Locational Knowledge		Place Knowledge		Human and Physical Geography	Geographical Skills and Fieldwork.
Main countries of Europe		Comparison of an area in the UK and an area of Europe		Volcano	Local area fieldwork study – river focus
Art		DT		Music	
Painting Printing Collage		Structures – strong, stiff shell structures Textiles		<ul style="list-style-type: none"><li>• Play and perform music</li><li>• Improvise and compose music</li><li>• Listen to and recall music</li></ul>	

	Cooking and nutrition	<ul style="list-style-type: none"> <li>• Use and understand staff notations</li> <li>• Appreciate and understand high-quality live and recorded music from different genres</li> <li>• Develop an understanding for the history of music</li> </ul>
PE	PHSE	RE
Gymnastics Dance Tag Rugby Swimming Athletics Handball/ Cricket Yoga	Family and relationships Health and wellbeing Safety and the changing body Citizenship Economic wellbeing Transition SRE	L2.1 What do Christians learn from the Creation story. L2.2 What is it like for someone to follow God? L2.9 How do festivals and worship show what matters to a Muslim? L2.10 How do festivals and family life show what matters to Jewish people? L2.4 What kind of world did Jesus want? L2.12 How and why do people try to make the world a better place?
Computing		MFL
<b>Computer Science</b> - Connecting computers, stop frame animation, sequencing sounds, branching databases, events and actions in programmes. <b>Information Technology</b> - Desktop publishing. <b>Digital literacy</b> ( E-safety within above sequences)		All about France Greetings Numbers to 12 Age Animals Colours Food nouns

## Year 4 Curriculum map overview.



English					
Reading genres	Writing purposes		Oracy	Talk for writing	Key Texts
<ul style="list-style-type: none"> <li>• A wide range of fiction, poetry, plays, non fiction and reference books</li> <li>• Books structured in different ways</li> <li>• Myths and legends</li> <li>• </li> </ul>	Writing to entertain	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Description</li> <li>• Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the difference between fact, fiction and opinion.</li> <li>• Take part in discussions, sharing opinions, respecting others and building on peers viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• Tell their own version of a story/text.</li> <li>• Use a range of sentence types when telling a story.</li> <li>• Recite a range of poems – in groups and individually ( including their own)</li> <li>• Use appropriate expression when telling a story</li> </ul>	Boudicca The Minpins Spywatch Guide to Droitwich
	Writing to inform	<ul style="list-style-type: none"> <li>• Explanation</li> <li>• Biography</li> <li>• Newspaper /Report</li> </ul>			

	Writing to persuade	<ul style="list-style-type: none"><li>Advert</li><li>Letter</li></ul>	<ul style="list-style-type: none"><li>Use oral techniques to persuade someone of their point of view.</li></ul>		
Science					
Sound States of matter Electricity Animals including humans Living things and their environment	<ul style="list-style-type: none"><li>Asking relevant questions and using different types of scientific enquiries to answer them</li><li>Make careful observations and use equipment to take measurements</li><li>Set up simple practical enquiries, comparative and fair tests.</li><li>Gather, record, classify and present data in a variety of ways that helps answer their questions</li><li>Record findings in a range of ways</li><li>Use scientific evidence to answer questions</li><li>Identify differences, similarities or changes</li><li>Use results to make conclusions, make predictions for new ideas, suggest improvements and make further questions</li><li>Report their findings in a variety of ways.</li></ul>				
History					
Historical Concepts			Historical Skills		
Roman Empire and its impact on Britain Study of British History, beyond 1066- WW2.			Chronological understanding Historical Enquiry Historical interpretations Organisation and communication Understanding of historical periods.		
Geography					
Locational Knowledge	Place Knowledge		Human and Physical Geography	Geographical Skills and Fieldwork.	
Counties and cities of UK	South America comparison (Rainforest)		Water cycle Land use	Settlement and land use.	
Art	DT		Music		
Painting Textiles 3D Clay	Structures Mechanisms- pneumatic systems, leavers and linkages Cooking and nutrition		<ul style="list-style-type: none"><li>Play and perform music</li><li>Improvise and compose music</li><li>Listen to and recall music</li><li>Use and understand staff notations</li><li>Appreciate and understand high-quality live and recorded music from different genres</li><li>Develop an understanding for the history of music</li></ul>		
PE		PHSE		RE	
Swimming Gymnasticsx2 Dance x2 Hockey (invasion games) Netball (invasion games)				L2.3 What is the ‘Trinity’ and why is it important to Christians? L2.7 What do Hindus believe God is like? L2.8 What does it mean to be Hindu in Britain today?	

<p>Yoga</p> <p>Athletics</p> <p>Rounders</p> <p>Tennis</p> <p>OAA</p>		<p>L2.5 Why do Christians call the day Jesus died ‘Good Friday’?</p> <p>L2.6 For Christians, when Jesus left, what was the impact of Pentecost?</p> <p>L2.11 How and why do people mark the significant events of life?</p>
<p>Computing</p>		<p>MFL</p>
<p><b>Computer Science-</b> The Internet, Audio editing, Repetition in shapes, Repetition in games</p> <p><b>Information Technology-</b> Data logging, Photo editing.</p> <p><b>Digital literacy</b> ( E-safety within above sequences)</p>		<p>Revision of Year 3 skills</p> <p><b>Numbers to 30</b></p> <p><b>Dates-</b> Birthdays- seasons- months- days of the week</p> <p><b>Colours and shapes</b></p> <p><b>Prepositions</b></p> <p><b>Christmas in France.</b></p> <p><b>The body-</b> face, body parts descriptions</p> <p><b>Family</b> – alphabet ( spell names), family members</p>