

YEAR – CURRICULUM MAP

Term & Worship themes	Autumn 1 Thankfulness Kindness & Generosity Friendship	Autumn 2 Peace Trust Compassion	Spring 1 Perseverance Courage Responsibility	Spring 2 Humility Justice Forgiveness	Summer 1 Wisdom Service Creation	Summer 2 Respect & Reverence Hope Truthfulness
Value	Fellowship		Love		Righteousness	
Entry Point/visits & Landings/ Special events such as Science week/production	Trip to Salisbury Museum – Opportunity to ask Big Questions and reflect on others experiences.	Roman Day – Create a Now and WoW moment through enjoyment and fascination about others Remembrance Day – Performing poem at church as a class opportunity to reflect on others experiences.	School Sleepover – Create a Now and Wow moment. Star gazing, Pizza making, Film and Hot Chocolate.	Bolderwood Trip - Exploring the natural world around them		
Spirituality Spiritual Moral Social Cultural						
Mathematics (key areas of maths learning)	Place value (3 weeks) Addition and subtraction (5 weeks)	Multiplication and division A (4 weeks)	Multiplication and division B (3 weeks) Length and perimeter (3 weeks) Friday Math Review – NRICH – Maths Curiosity	Fractions A (3 weeks) Mass and capacity (3 weeks) Measurement – Children can see relevance of measuring to everyday life. Opportunity to measure objects and relate to real life situations where it is important.	Fractions B (2 weeks) Money (2 weeks) Time (3 weeks)	Geometry Shape (2 weeks) Statistics (2 weeks)
English (Learning Journey Title, Purpose, Key text drivers)	Text Driver: The three little Wolves and the Big Bad Pig Link reading: The True Story of the Three Little Pigs - Jon Scieszka What really happened to little red riding hood: The Wolf's story. – Toby Forward Question: How can I write a traditional tale with a twist? Concept: Plot Genre: Traditional Tales Text Driver: Stone Age Beasts – Ben Lerwill Question: Can I inform and write with drama and exaggeration? Concept: non-fiction structure/impact Genre: Report (chapter in a book) Text Driver: How to make a jam sandwich and recipes Question: Can you write a set of instructions to explain to someone how to bake a rainbow? Concept: Use the structure of a recipe Genre: Whimsical instructional writing	Text Driver: Dear March – Come In- Emily Dickinson Question: Can I make a season seem alive? Concept: figurative language Genre: seasons poetry Text Driver: Live Like a Hunter gatherer – Naomi Walmsley Question: How can I recount in a descriptive way? Concept: Non-fiction structure/impact Genre: recounts	Text Driver: Goodnight Stories for Rebel Girls Question: Can I write a Biography that is inspirational and informative? Concept: Non-fiction structure/impact Genre: recounts (biography) Biographies – Explore different cultures and heritages. Children can then reflect on their own.	Rainforest speech - An opportunity for children to express their thoughts and feelings and connect with the Big world		

Science	<u>Magnets</u> Awe and wonder - Experiencing invisible magnetic forces in action.	<u>Animal skeleton and movement</u> 	<u>Solids, liquids and gases</u> Working collaboratively in investigations and valuing others ideas.	<u>Plants and their food production</u> 	<u>Rocks and soils</u> Awe and wonder- What stories do rocks tell?	<u>Light</u>
RE	<u>Creation</u> Exploring outside. Using senses to take in our 'Wonderful World' and its creation. Take photographs.	<u>Good vs Evil</u> Diwali and festivals of light celebrated by other cultures. Discussion times. Nurturing sense of value, identity and place. Immersive experience by carrying out traditions for a WoW (making Diva lamps, Rangolis, trying traditional treats)	<u>Devotion</u> 	<u>Promises of faith</u> 	<u>Peace</u> Buddhism, experiencing meditation	<u>Sacred places</u>
Art	<u>Mod Roc Cave Paintings</u> → Drawing Painting Sculpture Lascaux Cave Paintings – Interpretation of art in the past and what it can tell us.	→	<u>Mixed media collage</u> → Drawing, Painting Textiles Collage	→ Interpreting the Amazon rainforest. Using imagination and creativity when creating their own art.	<u>Robot ink printing</u> → Drawing Painting Printing ICT	→
Discover History	<u>Enquiry Question: Is change always positive?</u> <u>Stone Age, Bronze Age and Iron Age</u> <u>Civilisation</u> How did the discovery of iron make humans more civilised? <u>Settlement</u> Why did Humans eventually choose to settle and how did this impact life? <u>Power</u> How did the distribution of power? change throughout prehistory and can we know for sure that this is fact? <u>Trade</u> How did agriculture help develop the job of being a 'trader'?	<u>Enquiry Question: Is change always positive?</u> <u>Romans</u> <u>Civilisation</u> How did the Romans enhance civilisation in Britain? <u>Settlement</u> How did the Romans come to settle and did it impact the way of life in Britain? <u>Power</u> How was Britain governed under Roman rule? <u>Trade</u> What is the connection between trade and why the Romans chose to settle in Britain? The wonder of legacy that the Romans have left and how we are still discovering these today. E.g. Aquaducts, Roman Baths, Roads. What would life be like without these?	→	Review of Discover Term	→	→
Explore Geography	Review of create and Explore →	→	<u>Enquiry Question: Should we be stewards of the Earth?</u> <u>Why are our forests under threat?</u> <u>Place (Settlement)</u> To understand how the climate in each region studied affects the settlements in those areas. <u>Earth Processes (Power)</u> Describe the different climate zones and how this affects biodiversity in each area studied. <u>Environment (Civilisation and Trade)</u> To know that deforestation of the Amazon is linked to global demand for trade of commodities. To understand the impact of deforestation in both regions studied and how we have a responsibility to the earth through our actions.		Review of Explore →	→

			<u>Geographical skills and fieldwork (Settlement)</u> · Use 8 points of a compass, maps and atlas. · Use maps, atlas, Google maps and Digi-maps to locate regions being studied. · Use Ordnance survey maps to locate regions being studied. · Use aerial maps Big Think question: Why are countries near the Equator hotter? Discussion about our Earths axial tilt and countries proximities to the sun. Deforestation – Understanding the world around them and how they can make a difference. An opportunity to connect with the world beyond.			
Design & Technology		<u>Bendy bags</u> Textiles Cutting and measuring materials Running and over stitch		<u>How to make bread</u> Balanced diet Baking bread wholemeal and white bread. Trying breads from different parts of the world and cultures. Design and make their own Pizza.	<u>To make a pop-up book</u> Design – Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to communicate ideas. Make – Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating. Evaluate - Investigate and analyse books and, where available, other products with lever and linkage mechanisms. Evaluate their own products and ideas against criteria and user needs, as they design and make. Technical knowledge - Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project.	
Music	Identify rhythms and play them using body percussion and different instruments. Explore call and response techniques.	Preparation for Christmas Develop their ensemble skills. Compose and notate simple rhythmic patterns using different forms of graphic notation. Composing music within a group	Identify and describe the ingredients that make up music. Mark Making to music - Express themselves whilst listening and connecting with music	Vary dimensions to evoke mood and atmosphere. Compose music inspired by stories and settings.	Listen 2 Me - Samba 	Preparation for Production/Variety show.
P.E. & Games	Swimming Forest School Gymnastics 	Fundamentals	Forest School Netball Dance  Perform, and express their emotions and beliefs through dance.	Tag Rugby	Rounders Forest School Athletics 	Basketball
French	Moi – All about me The UK and France on a map Greetings Names Alphabet Numbers 1-20 Age Sound “on” Christmas Classroom instructions		Numbers 1-31 Months Birthday Days of the week Easter in France Sound “é” Classroom instructions		Colours To be: je suis, est Sound “oi” Sports and opinions Preference using likes and dislikes with sports mais (coordinating conjunction) Classroom instructions	
Computing	<u>Computing systems and networks</u> Connecting computers <u>Online Safety</u> Self image and identity Awe and wonder of networks and how computers are connected	<u>Desktop Publishing</u> Typing <u>Online Safety</u> Health, wellbeing and lifestyle How to take responsibility of themselves online.	<u>Desktop Publishing</u> Inserting textboxes into a poster <u>Online Safety</u> Privacy and security Awe and wonder of what can be found on the internet.	<u>Programming</u> Programming and sequencing sounds <u>Use Data loggers to capture data</u> Microbits <u>Online Safety</u> Managing Online information	<u>Programming</u> Events and actions <u>Online Safety</u> Online relationships	<u>Desktop Publishing</u> Using Paint to create a geometric image. <u>Online Safety</u> Online reputation
PSHE	<u>Happy Minds – Meet your brain</u> Safely responding to others. The impact of hurtful behaviour.	<u>Happy Minds – Celebrate</u> Risks and hazards	<u>Happy Minds – Appreciate</u> What affects feelings Expressing feelings	<u>Happy Minds – Relate</u> The value of rules and laws Rights, freedoms and responsibilities	<u>Happy Minds – Engage</u> Different jobs and skills Job stereotypes;	Personal strengths and achievements Managing and reframing setbacks

	The importance of self-respect. Courtesy and being polite. Mindfulness - Activities to aid children's focus and time for them to pause. Circle Time – Opportunities for children to discuss emotions thoughts and feelings., Environment is safe and opportunity for children to develop awareness of others and themselves	Safety in the local environment and unfamiliar places			Setting personal goals	