




**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 Tudor House		Tile Barn Residential	Paultons Park	
<b>Spirituality</b> Spiritual Moral Social Cultural						
Mathematics (key areas of maths learning)	Place value (3 weeks) Addition and subtraction (2 weeks)	Multiplication and division A (3 weeks) Fractions A (4 weeks)	Multiplication and division B (3 weeks) Fractions B (2 weeks) Decimals and percentages (3 weeks)	Perimeter and area (2 week) Statistics (2 weeks)	Geometry Shape (3 weeks) Geometry position and direction (2 weeks)	Decimals (3 weeks) Negative numbers (1 weeks) Measurement Converting units (2 weeks) Measurement Volume (1 weeks)
English (Learning Journey Title, Purpose, Key text drivers)	<b>Text driver:</b> The Highwayman – Alfred Noyes <b>Question:</b> How can I write from a character’s viewpoint? <b>Concept:</b> characterisation and figurative language <b>Genre:</b> narrative poetry <b>SOA</b> – persuasion – write to the king to leave the Highwayman and Bess alone.  <b>Text Driver:</b> Holes - Louise Sachar <b>Question:</b> How can I create a balanced discussion? How can I write in role as a different character? <b>Concept:</b> writing in role <b>Genre:</b> diary writing discussion text	<b>Text driver:</b> Greek Myths – Ann Turnball <b>Question:</b> How do I create fast paced action? <b>Concept:</b> characterisation <b>Genre:</b> Greek myth  <b>SOA</b> – recount of trip.  <b>Text driver:</b> Supernatural creatures - DK <b>Question:</b> How do write a text that includes depth of detail and is entertaining? <b>Concept:</b> structure <b>Form:</b> information chapter from a book	<b>Text Driver:</b> The song of Wandering Aengus <b>Question:</b> How do I use symbols to show to give a message <b>Concept:</b> figurative language <b>Genre:</b> poetry setting description  <b>Text Driver:</b> Hatchet – Gary Paulsen Wolf Brother – Michelle Paver <b>Question:</b> How can I create threat in a setting? <b>Concept:</b> setting <b>Genre:</b> survival story SOA – character description	<b>Text Driver:</b> Talking History – 150 years of speakers and speeches - Joan Haig and Joan Lennon Malala Yousafzai – education activist. <a href="https://malala.org/newsroom/malala-un-speech">https://malala.org/newsroom/malala-un-speech</a> <b>Question:</b> How can writing persuasively and maintain the audience’s interest? <b>Concept:</b> structure <b>Genre:</b> persuasion SOA - Information text about Malala  <b>Text Driver:</b> Hansel and Gretel, Neil Gaiman <b>Question:</b> How can we characters that are intimidating? <b>Concept:</b> characterisation <b>Genre:</b> fairytale narrative	<b>Text Driver:</b> Cogheart – Peter Bunzl Demon Headmaster – Gillian Cross Clockwork – Phillip Pullman <b>Question:</b> How do authors create characters using ‘show not tell’? <b>Concept:</b> characterisation using actions and speech (writing for inference) <b>Genre:</b> narrative  <b>Text Driver:</b> The Lost Words by Robert Macfarlane – Heron, Lark, Kingfisher <b>Question:</b> How do poets create a sense of movement/ flight? <b>Concept:</b> symbolism and figurative language <b>Genre:</b> figurative poetry	<b>Text Driver:</b> Text Driver The Land of Roar – Jenny Mclachlan The Bridge to Terabithia <b>Question:</b> How can I create a sense of adventure while recounting a real event? <b>Concept:</b> non-narrative structure <b>Genre:</b> recount
Science	Making new substances 8	Fossils, classification 4	Space and gravity 8	Controlling electrical circuits 8	Forces 8	
RE	Belonging ** Muslim traditions (5 pillars) - Shahada and Salat	Messiah ** Incarnation (UC 2b.4)	Community (Umma) ** Muslim traditions – Hajj / naming ceremony	Eucharist – other Christian traditions? Salvation (UC 2b.6)	Justice Christianity, Jewish traditions and Muslim traditions	A good life ** Humanism
Art	Greek Pottery Sculpture drawing painting		Drawing Painting Collage  Volcanoes/Earthquakes		Drawing Painting (experiment with different paint) Printing  Fairground Ride – decoration of.	

	Making a Greek pot out of Papier Mache and placing on a line drawing of a scene from a myth.		<p>Collage using different painting/printing techniques</p>  <p>Hokusai</p> <p>Colour, Pattern, Space</p>		  <p>Romany Art Amy Goodwin</p> <p>Colour, Line, Pattern, Shape, Form and Space</p>	
Discover History	<p>Who has the Power?</p> <p>Investigating how Crimes and Punishments have changed over the past thousand years and whether the system has become fairer.</p>	<p>Who has the Power?</p> <p>Ancient Greek civilisation – how did settlement and politics make a powerful city state?</p>		Review of Discover Term		
Explore Geography	Review of create and Explore		<p>Does Adversity Make us stronger?</p> <p>Looking at the power of the Earth, including features of mountains, volcanoes and Earthquakes. We investigate why people choose to live near volcanoes despite the danger they pose and how people protect themselves from Earthquakes.</p>		Review of Explore	
Design & Technology					<p><b>Do we value science over creativity?</b></p> <p>Design Creativity Fairground rides linked to science with forces.</p> <p>Frame structures and Pulleys and Gears</p>	
Music	<p>Rhythm builders- exploring rhythmic layers</p> <p><b>skills:</b> reading notation, play ostinato rhythms. <b>dimensions:</b> rhythm, dynamics, timbre <b>composers:</b> Bolero by Ravel</p>	Preparation for Christmas	<p>.Listen To Me – Ukuleles</p> <p>Playing short pieces as a class ensemble. Place different notes using coloured notation. Singing while playing and instrument. Use dynamics in performances</p>	<p>Listen To Me – Ukuleles</p> <p>Playing short pieces as a class ensemble. Place different notes using coloured notation. Singing while playing and instrument. Use dynamics in performances</p>	<p>Song ingredients – exploring melody, harmony and lyrics</p> <p><b>skills:</b> sing and play in rounds, identifying how layers of melody create a polyphonic texture. <b>dimensions:</b> rhythm, melody, harmony and form <b>composers:</b> Pachebel's Canon Nocturne 2 Op.9 by Chopin Scarborough Fair (Traditional) Smile by Charlie Chaplin</p>	Preparation for Production/Variety show.
P.E. & Games						
French						

Computing						
PSHE						