

Primary Curriculum Map



Ark Burlington Danes
Academy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	I am unique	People who help us	Space	Fairy Tales	New life	Animals (Habitats)
Trips/visits	Family picnic	Policemen and Firefighters Visit Parents in to talk about their professions	Mobile Planetarium	Early Years Story Hunt	Butterflies and chicken	Nick, The Animal Man
Events/festivals	Poetry Day (Rhymes) Grandparents Day Diwali	Black History Month Halloween Bonfire night Remembrance Day Hanukkah Christmas	Chinese New Year Valentine's Day Mother's Day	World Book Day Easter St Patrick's Day	St George's Day	Queen's Birthday Eid Father's Day
Literacy genres Key texts	<ol style="list-style-type: none"> The mulberry bush We are going on a bear hunt The Gruffalo Baby Owls The tiger who came to tea 	<ol style="list-style-type: none"> The smartest giant in town The little engine that could A monster in the hood The jolly postman The shopping basket Stick man 	<ol style="list-style-type: none"> Where the wild things are Aliens love underpants The day Mars disappeared How to catch a star Goodnight moon Man on the moon 	<ol style="list-style-type: none"> Jack and the beanstalk Little red riding hood Goldilocks and the three bears The gingerbread man The three little pigs Room on the broom 	<ol style="list-style-type: none"> Mad about minibeasts A tadpole's promise The odd egg The very hungry caterpillar 	<ol style="list-style-type: none"> Giraffes can't dance Tiddler The snail and the whale
Mathematics	1. Recite some numbers in sequence and use language of quantities: more, a lot	1. Knows that a group of things changes in quantity when something is added or taking away.	<ol style="list-style-type: none"> Use numbers in play, recite numbers in order 1 to 10. Show an interest in shapes by making 	1. Beginning to represent numbers using fingers, marks, comparing two groups of objects saying when	1. Realise not objects but anything can be counted and showing interest in representing	1. Recognise numerals of personal significance and numerals 1 to 5.

	2. Notice simple shape in patterns and use language of size	2. Talk about past and future such as “before”, “later”, or “soon” and anticipate specific time-based events such as mealtimes or home time.	arrangements with objects and start to use positional language.	they have the same number, more and less. 2. To use positional language and show awareness of shapes in the environment.	numbers/ Show an interest in numerals in the environment. 2. Use shapes appropriately for tasks, showing interest by sustained construction activities and beginning to talk about the shapes of everyday objects.	Count objects beyond 10. 2. Select a particular name shaped and beginning to use mathematical names for “solid” 3D shapes and “flat” 2D shapes.
Topics	1. <i>My body/ My senses</i> 2. <i>Feelings and emotions</i> 3. <i>My family</i>	1. <i>People who help us</i> 2. <i>When I grow up</i> 3. <i>My neighbourhood</i> 4. <i>Christmas</i>	1. <i>Solar System</i> 2. <i>Planets</i> 3. <i>Stars and satellites</i>	1. <i>Jack and the Beanstalk</i> 2. <i>Goldilocks and the three Bears</i> 3. <i>The Three Little Pigs</i>	1. <i>Minibeasts</i> 2. <i>The life cycle of a butterfly and frog.</i> 3. <i>The life cycle of a flower and gardening.</i>	1. <i>Farm animals</i> 2. <i>Polar animals</i> 3. <i>Jungle animals</i> <i>Sea animals</i>
Art and Design	1. Create sounds by banging, shaking, tapping or blowing. 2. Beginning to use representation to communicate. E.g. drawing a line. “that’s me”	1. Experiment with colours, blocks and marks. 2. Beginning to make believe by pretending.	1. Imitates movements in respond to the music. 2. Developing preferences for forms of expression.	1. Understand they can use lines to enclose a space, and then begin to use these shapes to represent objects. 2. Engages in imaginative role-play based on own first-hand experiences/ Build stories around toys.	1. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. 2. uses available resources to create props to support role-play.	1. Constructs with a purpose in mind using a variety of resources. 2. Create simple representations of events, people and objects.
Computing	1. Seeks to acquire basic skill in turning on and operating equipment.	1. Operates mechanical toys. E.g. turn the knob on a wind-up toy or pulls back on a friction car.	1. Knows how to operate simple equipment.	1. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sounds, movements or new images.	1. Knows that information can be retrieved from a computer.	1. Completes a simple program on a computer.
Music	1. Join in singing favourites songs.	1. Show an interest in the way musical instruments sound.	1. Enjoys joining with dancing and ring games.	1. Explores and learns how sounds can be changed.	1. Sings to self and makes up simple songs.	1. Begins to build a repertoire of songs and dances.

	Unit 2: Pattern and Early Number	Unit 4: Addition and Subtraction within 6 Unit 5: Measures – length Unit 6: Shape and sorting	Unit 8: Numbers within 10 Unit 9: Addition and subtraction within 10 Unit 10: Numbers within 15	Unit 12: Numbers within 20 Unit 13: Doubling and Halving	Unit 15: Addition and subtraction within 20 Unit 16: Money	Unit 19: Numbers beyond 20
Topics	Myself My family and friends My neighbourhood	People who help us Local Area Other environments Christmas	Solar System Planets Stars and satellites	Jack and the Beanstalk Goldilocks and the Three Bears The Three Little Pigs Create my own story book.	Living things/non-living things. Mammals Birds, Fish Amphibians and Reptiles. Easter.	Dinosaurs Fossils Superheroes
RE	Who Made The Wonderful World and Why?	Why Is Christmas Special For Christians?	How Did Jesus Rescue People?	What Is So Special About Easter?	Why Do Christians Believe Jesus Is Special?	Who Cares For This Special World? 
Art & Design	L.O: To develop drawing skills and think about adding detail. Drawing	L.O.: To develop the skill of drawing and outline before adding colour. Drawing and Painting.	L.O: To include features of different artists and styles in their own work. Painting: different artists	LO: To design a project using different materials and resources. Art and Design: colour, pattern, texture, shape, form and space.	LO: To create a representation in a material of their choice. Sculpture: Clay, salt dough, model air.	LO: To display different pieces of Art. Arts week – create a gallery (Art Show)
PSE/ outdoor	L.O: To show increase control in pushing, throwing, patting, catching and kicking. Tennis/Ball/ Tug Of War/Football	L.O.: To travel with confidence and skill around under, over, and through balancing and climbing equipment. 5, 4, 3, 2, 1/climbing frame/	L.O: To negotiates space when playing racing and chasing games with others. What's the time Mr.Wolf?/Duck Duch Goose/	L.O: Dance	L.O: To complete a circuit with different stations. Balance/jumping/run ning/ crawling/climbing.	L.O: To participate in team games. Sports Day
Music	Musical Cues/Games	Singing (Nativities)	Pitch	Rhythm	Creativity	Creativity
Year 1	My Local Area What is it like to live in our local area? <i>Visit: Local walk</i> Science Everyday materials•distinguish between an object and the material from which it is made•identify and	Toys in time Driving Question: How have toys changed over time? Visit; Bethnal Green Toy Museum History •Identify which toys children like to play with•Compare these	A ticket to ride Experience? History George Louis Stevenson•The Wright Brothers•Yuri Gagarin? Science: Common Animals •Identify and name a variety of common animals	A ticket to ride History Have we always travelled in the same way <i>Visit: Science Museum?</i> ?•Explore how people used to travel in the past. •Compare and contrast with how we	The United Kingdom <i>Visit: Outdoor Learning</i> Science Seasonal Changes•observe changes across the 4 seasons•observe and describe weather associated with the	Seaside Now and then Have we always liked to be beside the seaside? <i>Visit: Seaside</i> History Explore the coastlines of the UK and make connections between physical

	<p>name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock•describe the simple physical properties of a variety of everyday materials•compare and group together a variety of everyday materials on the basis of their simple physical properties Geography Place local area on a map•Describe local context and appearance •Jobs and industry in the local area•Buildings and structures•Entertainment and leisure •understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>	<p>with the toys their parents/grandparents played with. •Identifying if toys are old or new. •How Teddy Bears have changed over time. Science: Seasonal Changes•observe changes across the 4 seasons•observe and describe weather associated with the seasons and how day length varies</p>	<p>including fish, amphibians, reptiles, birds and mammals•identify and name a variety of common animals that are carnivores, herbivores and omnivores•describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)•identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>travel today•A study of how technology has changed transport focusing on; •Boats and ships; Omnibus and buses; The railway and George Louis Stevenson; Bicycles; Cars; Aeroplanes –The Wright Brothers; First space flight – 1962•Predict how transport might change and what it could look like in the futureGreat Science Common Animals •Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals•identify and name a variety of common animals that are carnivores, herbivores and omnivores•describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)•identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>seasons and how day length varies Geography What is the difference between England, Great Britain and the United Kingdom?•Patron Saints and flags of the nations of the UK•Mountains and Rivers in the UK•Parliament, ministers and monarchs.</p>	<p>geography and how the areas are used. •Identify how Britain’s beaches and seaside are used for recreations and tourism•Contrast between seaside destinations of a time beyond living memory. Science Common Plants•identify and name a variety of common wild and garden plants, including deciduous and evergreen trees•identify and describe the basic structure of a variety of common flowering plants, including tree</p>
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English	Texts The Three Wolves and the Big Bad Pig The Three Little Pigs	Texts Traction Man is here The Steadfast Tin Soldier	Core Texts: Mr Gumpy's Motor Car	Core Texts: Naughty Bus	Core Texts: The Queen's Handbag Shirley Hughes 'Out and About'	Core Texts: The Lighthouse Keepers Lunch The Mousehole Cat
	Genre Genres To tell a story. A short story that could be passed down by word of mouth. To retell an event. To retell a sequence of events. A retelling of a personal experience, event or journey.	Genre Pupils will write their own adventure story based on their own superhero toy. Full narrative. Will replace characters and problem in the story Pupils will write their own information text about new toys.	Genre Non-chronological report Retell (Detail added as ACP release it term-by-term)	Genre Non-chronological report Retell with time connectives Narrative (Detail added as ACP release it term-by-term)	Genre Persuasive writing Narrative (Detail added as ACP release it term-by-term)	Genre Non-chronological report Story writing (Detail added as ACP release it term-by-term)
	Reading Skills Differentiated teaching within RWINc programme Aim: purple Retelling	Reading Skills Differentiated group teaching within RWINc programme Aim: pink (set 2) Non-chronological, non-fiction comprehension (what, when)	Reading Skills Differentiated group teaching within RWINc programme Aim: Orange Preference and linked texts	Reading Skills Differentiated group teaching within RWINc programme Aim: yellow Non-chronological, non-fiction comprehension (where, what, when)	Reading Skills Differentiated group teaching within RWINc programme Aim: yellow/blue Preference, prediction, basic inference (what can we assume?)	Reading Skills Differentiated group teaching within RWINc programme Aim: blue Fluency, full comprehension of setting, character, events
	Word level : Plural noun suffixes; suffixes with no change, prefix un- Sentence level: joining words; words within sentences					
Text level : sequencing sentences into narratives						
Punctuation: use of word spaces; CLs, FS, !?Capital letters for names and 'I'						
Maths (Maths Mastery)	Y1 Unit 1: Numbers to 10 Y1 Unit 2: Addition and subtractions within 10	Y1 Unit 3: Shape and patterns Y1 Unit 4: Numbers to 20 Y1 Unit 5: Addition and subtraction within 20	Y1 Unit 6: Time Y1 Unit 7: Exploring calculation strategies within 20 Y1 Unit 8: Numbers to 50	Y1 Unit 9: Addition and subtractions within 20 Y1 Unit 10: Fractions Y1 Unit 11: Measures 1: Length and mass	Y1 Unit 12: Numbers 50-100 and beyond Y1 Unit 13: Adding and subtraction Y1 Unit 14: Money	Y1 Unit 15: Multiplication and division Y1 Unit 16: Measures 2: Capacity and volume
	RE What Is The Story Of Noah REALLY About?	Nativity Characters: Which Character Are You? Why Are You Important?	What Is It Like To Live As A Jew? Why Are They Having A Jewish Party?	Why Is Easter The Most Important Festival For Christians ?	What Does It Mean To Be A Buddhist?	Why Do Christians Make And Keep Promises Before God? Record RE in books from Summer 1

Music	Aural Rhythm	Aural Pitch	Rhythm Notation	Pitch Notation	Creativity - notation	Creativity - Performance
PE	Physical movement Balance Eye co-ordination Core stability Daily Mile	Body awareness (move to learn) Incorporating spatial awareness Dance – Christmas Daily Mile	Gymnastics – linked to topic wherever possible Daily Mile	Gymnastics Outside travel – avoiding obstacles, change pace and direction Daily Mile	Ball Skills (move to learn) Throwing and catching Racket skills Racket skills – targets Daily Mile	Basic Athletics – linked to Sports Day Daily Mile
PSHE & Outdoor Learning	Body Parts and Functions Values: resilience, Leadership Seasonal Change and Love of Outdoors	Hygiene, medicine and exercise Values: Resilience and Courage Oral story telling, autumn art and colour adjectives, Seasonal change	Healthy Mind, Emotions & Goals Values: Leadership & Compassion Following trails, Story telling	Body Protectors and Changes Values: Resilience & Courage Magnification, Trees, Den-building	Relationships with others and opinions Values: Resilience Mapping- bird's eye view mapping (Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map), seasonal changes	Diet and Vitamins Values: Courage Oracy -performing Safety, tree bark and local plants
Computing (Switched On)	We are Treasure Hunters – Using Programmable toys: beebots (link to toys)	We are Treasure Hunters – Using Programmable toys: beebots (link to toys)	We are collectors – Finding images using the web (link to transport)	We are collectors – Finding images using the web (link to transport)	We are storytellers – Producing a talking book (linked to Queen's handbag)	We are storytellers – Producing a talking book
Art and Design	Self Portraits (Drawing)	Kadinsky (Colour theory)	Mixed media	Collage	Environmental art	Seaside-themed materials
Year 2	Castles <i>Visit: Tower of London</i> History <i>DQ: What was it like living in a castle?</i> End of unit outcome: Fact file on castles. What is it like to live in a castle? Investigating how to find out about the past.	How will you change the world? <i>Visitors: Panto</i> History End of unit outcome: I have a dream speech. (6 lessons) Case studies on Nelson Mandela, Rosa Parks, Martin Luther King. Work towards Greta	England or India, where would you rather live? <i>Visit: Temple India day, (food, dance)</i> Science: Animals, including humans Need for right amount of nutrition - Skeletons and muscles Geography	Why do we go into space? <i>Visit: Science Museum & Tim Peake exhibition</i> History End of unit outcome: Persuasive writing on whether space travel is a good use of time and money. Look at the Race to Space and what it meant to each	How do we find our way? <i>Visit: Local walk woodland</i> End of unit outcome: digital presentation about the area Explore finding our way – using and creating maps, following and giving compass directions,	How has the seaside changed over time? (2019-20 only) <i>Visit: Seaside</i> Science: Plants History: Discussion of why going to the seaside became popular in the Victorian times, how the culture of the seaside has changed over time and

English	<p>The Battle of Hastings and William the Conqueror's castle building in England and Wales (including The Tower of London) Investigate the importance of his castle building (including The Tower of London) and compare life then and now. Science: everyday Materials Uses of materials , Changing shapes of materials</p>	<p>Thurnberg – current youth climate activist. Discuss the idea of race and how it can divide societies. Plan and write speeches for an ideal world in the future. Science: everyday Materials Uses of materials , Changing shapes of materials</p>	<p>End of Unit Outcome: Children participate in a debate about which country they would rather live in. Compare physical and human geography of each country; start to build up an opinion on the preferred place to live.</p>	<p>country, the individuals who contributed to getting people into space ('Hidden Figures', links to Autumn 2), compare different astronauts and ultimately argue whether space travel is important. Science: Living things and their habitats</p>	<p>interpreting aerial photographs. Investigate the impact of human development on the area. Science: Plants</p>	<p>challenges the environment is now facing/ how we can protect the seaside. End of Unit outcome? Persuasive letter to visit Southend beach? Geography</p>
	<p>Core Texts: The Sword in the Stone (narrative writing)</p>	<p>Core texts Fantastic Mr Fox (Reading -non RWINc pupils)</p>	<p>Core texts Giraffe, Pelly and Me (reading)</p>	<p>Core texts Space race (Reading)</p>	<p>Core texts Colly's Barn (Reading)</p>	<p>Core texts Shackleton's Journey (Reading)</p>
	<p>Genres Newspaper Report: Local Boy Removes the Sword Narrative</p>	<p>Genres Biographies – Nelson Mandela (4 weeks) Narrative – The Nativity story (3 weeks)</p>	<p>Genres Narrative – The Elephant's Garden Non-chronological report: The Pruber</p>	<p>Genres Recount of a day during half-term World Book day stories</p>	<p>Genres Non chronological report on development Newspaper report – set locally Diary entry of an animal on Wormwood Scrubs Instructions on how to find your way. Story set in local area Poem about our local area</p>	<p>Genres -Setting description -Message in a bottle from a mermaid -Recount of trip to the beach -Poem about the sea -Non-chronological report on the seaside</p>

	<p>Reading Skills Differetiated teaching within RWINc programme and non-phonics reading programme Aim: Grey <i>Post Phonics texts</i> The Story of Castles (NF) – 2 week Rapunzel (F) – 2 weeks Sleeping Beauty (F) – 2 weeks</p>	<p>Reading Skills Differetiated group teaching within RWINc programme Aim: Finish phonics programme Non-chronological, non-fiction comprehension (what, when)</p>	<p>QLA from Pira Inference Prediction Selection Summary</p>	<p>Speed of reading Underlining key words Inference Prediction Selection Summary</p>	<p>QLA from mock SATs Underlining key words Inference Prediction Selection Summary</p>	<p>Reading fluency Preferences Predictions Widen genre/text sources</p>
	<p>Word level: Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding; Formation of adjectives using suffixes such as <i>-ful, -less</i>; Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>					
	<p>Sentence level: Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>); Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>					
	<p>Text level: Correct choice and consistent use of present tense and past tense throughout writing; Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>					
	<p>Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences; Commas to separate items in a list; Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>					
Maths (Maths Mastery)	<p>Y2 Unit 1: Numbers within 100 Y2 Unit 2: Add and subtract 2 digit numbers Y2 Unit 3: Addition and subtraction word problems</p>	<p>Y2 Unit 4: Measuring length Y2 Unit 5: Graphs Y2 Unit 6: Multiplication and division 2, 5 and 10</p>	<p>Y2 Unit 7: Time Y2 Unit 8: Fractions Y2 Unit 9: Addition and subtraction of 2 digit numbers</p>	<p>Y2 Unit 10: Money Y2 Unit 11: Faces, shapes and patterns; lines and turns</p>	<p>Y2 Unit 12: Numbers within 1000 Y2 Unit 13: Measures: capacity and volume Y2 Unit 14: Measures: mass</p>	<p>Y2 Unit 15: Exploring calculation strategies Y2 Unit 16: Multiplication and division</p>
RE	<p>What is God's rule for living? Core Christian belief: basis of Christian morality. Story of 10 commandments, Moses, etc. Importance/relevance today. Golden rule. Why are saints important to Christians? Qualitie</p>	<p>Where is the light of Christmas? Christians' understanding of Jesus as light of the world, the Christingle, light in art to show Jesus as the light of God, the Wise Men being guided by a light, guiding lights in our lives. (CM)</p>	<p>What is the importance of Symbols, Beliefs and teaching in Hinduism? Diwali; Holi; sacred books; worship – in the home, in the Hindu Mandir; belief in 1 god. What does it mean to be a Hindu? Key</p>	<p>How do Easter symbols help us to understand the meaning of Easter for christens? This unit covers the different Christian symbols linked to the Easter story, specifically focusing on the cross and water as symbols of</p>	<p>What does it mean to be a Muslim? The importance of Muhammad, of the Qur'an and how it is treated by Muslims. What stories teach about Muslim beliefs, Islamic practices (including prayer, birth rites and Islamic art), significance of the mosque and</p>	<p>What do Sikhs believe? An introduction to the basic beliefs and practices of the Sikh faith. Pupils are given the opportunity to develop their own understanding of what they believe about belonging and making commitments.</p>

	<p>s that make a saint, All Saints Day.</p> <p>What is the story of our school name? Story behind the school, background, traditions, ritual, history, relevance of saint to school community today.</p>		<p>beliefs of Hinduism and how these are applied to daily life for some Hindus. Key practices and how values and ideals influence and underpin behavior and attitude.</p>	<p>forgiveness and new life.</p>	<p>similarities and differences of worship and ideas about Allah (God) between Islam and other faiths.</p> <p>What is the best way for a Muslim to show commitment to God (Allah)? The importance of the following: The Shahadah: Call to faith, Salah (The role prayer plays in a Muslim's life), Zakat (giving to charity), Hajj (the importance of pilgrimage, Eid-ul-Fitr and Eid-ul-Adha.</p>	<p>What does it mean to be a Sikhs? What it means to belong to a community; the key teachings of Sikhism; the Gurdwara and Guru Granth Sahib and what it means to be a Sikh and its link to Islam.</p>
Music	Singing (unison)	Singing (two parts – rounds, ostinato etc)	Pitch (start glocks)	Rhythm (glocks and djembes)	Creativity	Creativity
PE	Physical movement Balance Eye co-ordination Core stability Daily Mile	Body awareness (move to learn) Incorporating spatial awareness Daily Mile	Gymnastics Daily Mile	Gymnastics Outside travel – avoiding obstacles, change pace and direction Daily Mile	Ball Skills (move to learn) Throwing and catching Racket skills Racket skills – targets Daily Mile	Basic Athletics – linked to Sports Day Daily Mile
PSHE & Outdoor Learning	Teach British Values Democracy. The rule of law. Individual liberty. Mutual respect for and of those with different faiths and beliefs and for those without faith OL Values: resilience, Leadership Seasonal Change and Love of Outdoors, Environmental art	Should people be treated differently based on race? (CM – 5x 30 mins sessions) Circle times on being different but equal. Posters on the beauty in being different and unique. OL Values: Resilience and Courage Oral story telling, autumn art and colour adjectives: Natural	Key themes and vocab: Fundraising, Charity, Wants and needs, Human rights, Differences and similarities, Hazards, Managing risks, Stereotypes, Job roles, Trust, Personal information OL Values: Leadership & Compassion Following trails, Story telling	Key themes and vocab: Fundraising, Charity, Wants and needs, Human rights, Differences and similarities, Hazards, Managing risks, Stereotypes, Job roles, Trust, Personal information OL Values: Resilience & Courage	Key themes and vocab: Differences: male & female, pride, achievement and friendship, qualities, good friendship, conflict resolution OL Values: Resilience Mapping- bird's eye view mapping (Use simple compass directions (North, South, East and West) and locational	Key themes and vocab: Differences: male & female, pride, achievement and friendship, qualities, good friendship, conflict resolution OL Values: Courage Oracy -performing Local plants & trees

		materials Christmas decorations		Magnification, Seasonal change, Den-building	and directional language [for example, near and far; left and right], to describe the location of features and routes on a map),	
Computing	We are astronauts – Programming on screen (Introduction to Scratch 2.0)	We are astronauts – Programming on screen (Introduction to Scratch 2.0)	We are researchers – Researching online and creating a presentation	We are researchers – Researching online and creating a presentation	We are photographers – Taking better photos - still and moving	We are photographers – Taking better photos - - still and moving
Art & Design	Explore modern symbols and compare with heraldic symbol. Select and design symbols that represent personality. Build a motte and bailey castle for home learning task	Performing Art - Nativity	Explore different Hindu festivals and the art that is related to them. Create decorative elephant mobiles, Mehndi hand patterns, puppets for a Rama and Sita puppet show and Rangoli patterns.	Exploring Van Gogh – Starry Night Children will recreate this painting using a range of media.	Collective artwork based on the local area	Seaside -themed materials Arts Week
Year 3	<p>Settlers of the Stone, Bronze and Iron Age</p> <p><i>DQ:</i> What was the most significant event/technological advance of the Stone, Bronze and Iron Age? <i>Visit:</i> Chiltern Open Air Museum</p> <p>Science: Rocks Pupils compare and group together different kinds of rock on the basis of their appearance and simple physical Properties. Pupils describe in simple terms how fossils are formed when things that have</p>	<p>European Neighbours</p> <p><i>Experience: European day</i> <i>DQ:</i> Geography Europe Which is most impressive, the physical or natural landmarks of Europe?•Locate Europe on a World Map, digital world map and a globe•Locate the alps and the mountains Mountain ranges and rivers in Europe•How our rivers have shaped Europe?•What do the man-made landmarks of Europe tell us about our past?</p>	<p>Ancient Civilisations: Greeks</p> <p><i>Experience: Ancient Greek Day</i> <i>Visit: Synagogue (RE)</i></p> <p>History: Ancient Greeks How did the Greeks use Myths to make sense of the World around them?•Timeline of ancient Greeks from the Bronze age (Minoan Civilization) up until the age of Alexander the Great.•Evidence sources; the eruption at Thera –how Historians make sense of the past•The lives and</p>	<p>Cont.. Ancient Civilisations: Greeks</p> <p>Visit: British Museum</p> <p>Science : Skeleton Pupils identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>History: Ancient Greeks How did the Greeks use Myths to make sense of the World around them?•Timeline of ancient Greeks from the Bronze age (Minoan</p>	<p>Biomes</p> <p><i>Experience:</i> Science: Plants basic need for life Pupils identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Pupils explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Pupils investigate the way in which water is transported within plants.</p>	<p>UK Land Use</p> <p><i>Visit:</i> Science: Plant continued Science: Plants basic need for life Pupils identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Pupils explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Pupils investigate the way in which</p>

	<p>lived are trapped within rock. Pupils recognise that soils are made from rocks and organic matter. History Settlements of the Stone Age What was the most significant event, discovery or technological advance of the pre-historic age? • Discover who the early settlers in Britain where and where they came from? • Changes in Britain from the Stone to Iron Age • Identify the changes that occurred in the Bronze and iron age. • Investigate the Iron age Celts, who they were and how they shared their culture Learning about life in the Stone Age from studies of Skara Brae and Stonehenge</p>	<p>Science: Forces and Magnets Pupils compare how things move on different surfaces. They notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. They observe how magnets attract or repel each other and attract some materials and not others. They compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, Forces Pupils explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. They identify the effects of air resistance, water resistance and friction, that act between moving surfaces. They recognise that some mechanisms</p>	<p>significance of Great Greeks – people who changed History • The great Greek battles and wars • Sparta vs Athens • The empire of Alexander the Great Science: Light Pupils recognise that they need light in order to see things and that dark is the absence of light. They notice that light is reflected from surfaces. They recognise that light from the sun can be dangerous and that there are ways to protect their eyes. They recognise that shadows are formed when the light from a light source is blocked by an opaque object. Pupils find patterns in the way that the size of shadows change</p>	<p>Civilization) up until the age of Alexander the Great. • Evidence sources; the eruption at Thera – how Historians make sense of the past • The lives and significance of Great Greeks – people who changed History • The great Greek battles and wars • Sparta vs Athens • The empire of Alexander the Great</p>	<p>Pupils explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Geography Climate: how weather varies around the world? • Identify the number of biomes there are around the world and where can they be found • Surviving biomes, how settlers have adapted to their environments • Biome case study – deciduous forest: how have humans utilised the deciduous forest • Biome case study – grassland: how can grassland be adapted/managed to our benefit?</p>	<p>water is transported within plants. Pupils explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Geography Settlements and Land Use in the United Kingdom What is the land like in the United Kingdom and how do we use it? • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>
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		<p>including levers, pulleys and gears allow a smaller force to have a greater effect and identify some magnetic materials. They describe magnets as having 2 poles. They predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>				
English	<p>Core Texts: Stig of the Dump</p>	<p>Core Texts: Brothers Grimm Fairy Tales</p>	<p>Core Texts: The Adventures of Odysseus</p>	<p>Core Texts: Cont... The Adventures of Odysseus</p>	<p>Core Texts: The Lost Words</p>	<p>Core Texts: The BFG by Roald Dahl</p>
	<p>Genres Pupils <u>re-write the first chapter</u> of ‘Stig of the Dump’ – replacing the two main characters and changing the setting. Pupils will include a description of the <u>setting</u> and their own ‘Stig’ character Pupils will write their own <u>explanation text</u> about ‘How did Bronze/Iron Age People Live?’</p>	<p>Genres Pupils will write their own version of one of the tales. Full <u>narrative</u>. Will replace characters and setting. A new ending can also be substituted. Pupils will write their own <u>non-chronological report</u> about the man-made features of Europe</p>	<p>Genres Story Narrative Persuasive writing (Detail added as ACP release it term-by-term)</p>	<p>Genres Story Narrative Retell (Detail added as ACP release it term-by-term)</p>	<p>Genres Poetry Non—chronological report Persuasive writing (Detail added as ACP release it term-by-term)</p>	<p>Genres Story narrative Non-chronological report (Detail added as ACP release it term-by-term)</p>
<p>Word level: Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]; Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box]; Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>						

		Sentence level: Expressing time, place and cause using : conjunctions [for example, <i>when, before, after, while, so, because</i>]; adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]					
		Text level: Introduction to paragraphs as a way to group related material; Headings and sub-headings to aid presentation; Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]					
		Punctuation: Introduction to inverted commas to punctuate direct speech					
Maths (Maths Mastery)		Y3 Unit 1: Number sense and exploring calculation strategies Y3 Unit 2: Place value	Y3 Unit 3: Graphs Y3 Unit 4: Addition and subtraction Y3 Unit 5: Length and perimeter	Y3 Unit 6: Multiplication and division Y3 Unit 7: Deriving multiplication and division facts	Y3 Unit 8: Time Y3 Unit 9: Fractions	Y3 Unit 10: Angles and shape Y3 Unit 11: Measures	Y3 Unit 11: Measures (continued) Y3 Unit 12: Securing multiplication & division Y3 Unit 13: Exploring calculation strategies and place value
	RE	What is the Bible’s ‘big story’ and what does it reveal about having belief in God? Children will be exploring the metanarrative of the Bible (one plot which is made up of these key parts: God, Creation, The Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God) and how Christians have shown faith in the past and continue to show faith today.	Why is Remembrance important? Children will be answering why is it important to remember those who have fallen. They will also be considering how remembering helps the cause of peace. How did advent and Epiphany show us what Christmas is really like? This unit teaches the children about Advent as a time of preparation and looks at the signs in the Bible that point to the birth of Jesus. It looks at the impact of the message of Christmas on the people of God and then the clues to be found in the celebration of	What does it mean to be a Jew? The importance of the Covenant, of the Shema and how it is treated by Jews. Children will be learning about the different promises that the Jewish people made to God.	How do Christians believe following Jesus’ new commandments and his 2 greatest commandments make a difference? Children will be discovering what Jesus taught his followers and how we can relate Jesus’ teachings to our own values and attitudes. Who is the most important person in the Easter story? Children will be focussing on the 4 main questions of the Eater Story: 1 – Why did Judas betray Jesus? 2 – What does Peter’s denial say about the challenges of Christian faith?	What does it mean to be Buddhist? Children will be exploring who Siddhartha was and the circumstances that led to him becoming Buddha and achieving enlightenment. Children will be introduced to Buddhist virtues and beliefs using stories that Buddha told.	Who is Jesus Pupils will be learning about how Jesus described himself through symbolism. They will also be discovering; <ul style="list-style-type: none"> • The 7 “I am. . .” statements of Jesus and their meanings to Christians; • How the “I am...” statements relate to the personal lives of Christians; • Creation of an “I am. . .” statement by each pupil for Jesus;

		Epiphany about Jesus' life.		3 – Why were there women at the crucifixion of Jesus? 4 – Who is the most important person in the Gospel accounts of Holy Week and why?		
Music	Core – Singing (advanced intervals) Instrumental – Djembe	Core – Singing (advanced intervals) Instrumental – Djembe	Core – Pitch (advanced interval notation) Instrumental – Djembe	Core – Rhythm (rests and syncopation) Instrumental – Djembe	Core – Creativity Instrumental – Djembe	Core – Creativity Instrumental – Djembe
PE	Physical movement Balance Eye co-ordination Core stability Daily Mile	Body awareness (move to learn) Incorporating spatial awareness Daily Mile	Gymnastics Daily Mile	Gymnastics Outside travel – avoiding obstacles, change pace and direction Daily Mile	Ball Skills (move to learn) Throwing and catching Racket skills Racket skills – targets Daily Mile	Basic Athletics – linked to Sports Day Storycises (daily 20mins)
PSHE & Outdoor Learning	Key themes and vocab: Goal/target, Food groups, Tooth decay, Drugs, Legal and illegal, Caffeine, Passive smoking, Democracy. Forms of bullying, Resolving conflict, Escalation, Healthy, Unhealthy, Balance OL Values: resilience, Leadership Seasonal Change and Love of Outdoors, Environmental art	Key themes and vocab: Goal/target, Food groups, Tooth decay, Drugs, Legal and illegal, Caffeine, Passive smoking, Democracy. Forms of bullying, Resolving conflict, Escalation, Healthy, Unhealthy, Balance OL Values: Resilience and Courage Oral story telling, and woodland magic Natural materials: Christmas decorations	Key themes and vocab: Charity fundraising, human rights, wants and needs, earning money, jobs, safety, managing risks, stereotypes and challenging them, SMART rules, help and support OL Values: Leadership & Compassion Following trails, Story telling	Key themes and vocab: Charity fundraising, human rights, wants and needs, earning money, jobs, safety, managing risks, stereotypes and challenging them, SMART rules, help and support OL Values: Resilience & Courage Magnification, Trees and Seasonal change, Den-building	Key themes and vocab: Parts of body, Private, Positive thinking, Self-talk, Healthy friendship, Skills and attributes, Good influence OL Values: Resilience Mapping- Orienteering & Trails Shadows	Key themes and vocab: Parts of body, Private, Positive thinking, Self-talk, Healthy friendship, Skills and attributes, Good influence OL Values: Courage Oracy -performing about outdoor safety Local plants & trees Shadows
Computing (Switched On)	We are programmers (programming an animation)	We are bug fixers – Finding and correcting bugs in programs	We are animators – imovie linked to Ancient Greeks	We are animators – imovie linked to Ancient Greeks	We are presenters – Videoing performances	We are presenters – Videoing performances
Art & Design	Self Portraits (Drawing)	DT Biscuits Christmas Art	<i>Sculpture</i>	<i>Modelling</i>	<i>Environmental Art</i>	<i>UK artists – past and present</i>

MFL	Je m'appelle/Greetings and Names Basic introductions, feelings, simple numbers	Dans ma trousse/ In my pencilcase Pencil case items, nouns. Key verbs, asking questions	J'ai un zoo!/ Describing animals Range of animals, saying 'I have/ I don't have,' introduction to articles	Les couleurs/ Colours Range of colours. Describing animals	Au café/ Ordering food Range of food, asking for food, saying what you would like	La chenille qui fait des trous/The Very Hungry Caterpillar Understanding a story in French. Retelling a story with basic vocabulary, days of the week, food, animals
Year 4	<p>Invaders: The Romans DQ: How did the Romans invade Britain and how successful were they? <i>Experience:</i> History The Roman Empire and Caesars first invasion of Britannia • Contrast first invasion with what happened when Claudius invaded Britannia in 41AD. The Celts. • Identify why the Roman military were so successful in expanding the Roman Empire • In depth study into Boudicca and how she challenged the Roman occupation of Britannia • The decline of Roman rule in Britain Science: States of Matter</p>	<p>Roman Britain DQ: How did the Romans change Britain forever? • <i>Visit:</i> London Mithraeum Science: Sound identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases</p>	<p>The Amazon DQ: <i>Visit/visitor:</i> Mosque (RE) Science: Classification and environments recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things Geography: locate the world's countries, using maps to focus on North and South America, concentrating on their environmental</p>	<p>The Amazon DQ: <i>Visit:</i> Kew gardens rainforest experience Science: Classification and environments construct and interpret a variety of food chains, identifying producers, predators and prey Geography: Understand geographical similarities and differences through the study of human and physical geography of The Amazon.</p>	<p>Ancient Civilisation: The Mayans DQ: What was the most significant event, discovery or technological advance of the pre-historic age? <i>Visit:</i> The British Museum: School spotlight talk. <i>Presentation:</i> Lives of the ancient Maya https://www.britishmuseum.org/learning/schools_and_teachers/sessions/lives_of_the_ancient_maya.aspx History Place the rise and fall of the Mayan empire on a timeline. • A day in the life – the Mayans • The natural resources available in Mexico and how this affected the way of life for the Mayans • How did Mayan life compare to other</p>	<p>The US DQ: <i>Visit:</i> Science Museum Electricity trail Science: Electricity identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common</p>

	<p>compare and group materials together, according to whether they are solids, liquids or gases•observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)•identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>History: Explore the lives of Romans in Roman Britain(including villas, roads and recreational life)•Compare the Roman soldiers and their armour to that of the ancient Celts•place significant events on a time line and reflect on their legacy.</p>	<p>regions, key physical and human characteristics, countries, and major cities</p>		<p>civilisations at the time?•The end of the empire and the legacy of the Mayans Science: Teeth and the Digestive System describe the simple functions of the basic parts of the digestive system in humans•identify the different types of teeth in humans and their simple functions</p>	<p>conductors and insulators, and associate metals with being good conductors Geography: Locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>
English	<p>Core Texts: The Adventures of Hugo Cabret</p>	<p>Core Texts: Who let the gods out?</p>	<p>Core Texts: The Explorer by Katherine Rundell</p>	<p>Core Texts: The Explorer by Katherine Rundell</p>	<p>Core Text: A Midsummer’s Nights dream</p>	<p>Core Texts: Holes by Louis Sachar</p>
	<p>Genres Pupils will box up a simplified version of the <u>story</u> before writing their own version: -Introduction of setting and main character - Character has object but needs a key -Something happens and character meets second character -They realise that second character has the key - Bring together and reveal the secret of the object...</p>	<p>Genres <u>Narrative</u> – openings focussing on setting, character and dialogue- Based on ‘Who let the gods out?’ Model text will be shortened version of section of story where main character (Elliott) realises mum is missing and then meets god (Virgo) <u>Non-Chronological Report</u> Model text will be non-chronological</p>	<p>Genres Narrative Persuasive writing Chronological report 1 Poetry session</p>	<p>Genres Narrative Newspaper report 1 Poetry session</p>	<p>Genres Narrative Chronological report 1 Poetry session</p>	<p>Genres Narrative 1 Poetry session</p>

	Pupils will write their own <u>newspaper article</u> about Boudicca and her rebellion. Can write with non-bias or bias – could even write both to give comparison/contrast 1 Poetry session	report about the Roman military: 1 Poetry session				
	Word level: The grammatical difference between plural and possessive –s; Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]					
	Sentence level: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>); Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]					
	Text level: Use of paragraphs to organise ideas around a theme; Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition					
	Punctuation: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]; Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]; Use of commas after fronted adverbials					
Maths (Maths Mastery)	Reasoning with four digit numbers	Multiplication and division	Securing multiplication facts	Decimals	Solving measures and money problems	Position and direction
	Addition and subtraction	Discrete and continuous data	Fractions (Explore Learning -fractions presentation) Time	Area and perimeter	Shape and symmetry	Reasoning with patterns and sequences 3D shapes
RE	How did belief in God affect the actions of people from the Old Testament? 6 sessions	What are the beatitudes and what do they mean to Christians? 2 sessions What do Christians mean by peace at Christmas? 4 sessions	What is the best way for a Muslim to show commitment to God (Allah)?	Do fame and Christian faith go together? 2 sessions How does Holy Communion build a Christian community? 4 sessions	What do Sikhs Believe?	How did belief in God affect the actions of people from the Old Testament?
Music	Vocal - Instrumental – Djembe	Vocal - Instrumental – Djembe Carol Service - learning traditional carols Tri-borough music festival – st music for	Vocal - Instrumental – Djembe	Vocal - Instrumental – Djembe	Vocal - Instrumental – Djembe	Vocal - Instrumental – Djembe

		combined performance				
PE	Physical movement Balance Eye co-ordination Core stability Daily Mile	Body awareness (move to learn) Incorporating spatial awareness Invasion Games	Gymnastics Dance Movement	Gymnastics Outside travel – avoiding obstacles, change pace and direction Daily Mile	Ball Skills (move to learn) Throwing and catching Racket skills Racket skills – targets Daily Mile	Athletics linked to Sports Day Daily Mile
PSHE & Outdoor Learning	Rules and Laws? OL Values: resilience, Leadership Seasonal Change and Love of Outdoors, Environmental art	Relationships? OL Values: Resilience and Courage Oral story telling, and woodland magic Natural materials: Christmas decorations	Values: Leadership & Compassion Following trails, Story telling	Values: Resilience & Courage Magnification, Woodland food chains Trees and Seasonal change, Den-building	Values: Resilience Mapping- Orienteering Water cycle diagrams (using natural materials)	Values: Courage Oracy -performing about outdoor safety Trails using natural material
Computing	We are musicians – Producing digital music	We are musicians – Producing digital music	We are data handlers	We are data handlers	We are programmers	We are programmers
Art & Design	Self Portraits (Picasso)	Art Mosaics (Collage)	Recycled art	Paper techniques	Paint techniques - Impressionists	US Popart and other artists
MFL	Instructions de classe/ Classroom Langage Know a range of French classroom instructions, revise greetings and simple questions, use imperative to give instructions	Mon Anniversaire/ My birthday Know days of the week, months, numbers to 31, say when your birthday is, describe what you do for your birthday	Je me décris/ Describing myself Describe what you look like, know range of body parts	Je me décris/ Describing myself Describe your hair and eyes, ask people about themselves, use complex adjectives to add more detail	Dans ma famille/ My Family Describe the members of your family, understand genders, be able to use the third person to talk about others	Les quatres amis/ The Four Friends Understand a story in French, know descriptions of animals, colours, etc.