

Nursery Curriculum Map Autumn Term

	Topic: All About Me											Celebrations	
Role Play Areas		Continuous provision- Imaginary Play- Home Corner (inside) Continuous provision- Role play- Hairdressers/Barber shop and Builder's Construction Site (outside)											
	Week 1 & 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
Topic Focus	Home Visits Admin & Prep Day Academic Review Day Phased starts	Myself On Entry Assessment	My family On Entry Assessment	Local journeys On Foot +Journey to School	Local journeys By Rail & Road	Whole school project week	Celebrations – Birthdays Celebrations	- Diwali	Celebrations - Bonfire Night, Remembrance Day	Celebrations - Chinese New Year	Celebrations - Hanukkah	Celebrations - Christmas	
Core Books	Home Visits Admin & Prep Day Academic Review Day Phased starts	Ketchup On Your Cornflakes Dear Zoo	Titch Knuffle Bunny	Shark in the Park Shark in the Park on a Windy Day We're going on a bear hunt	Naughty bus Down by the station	Handa's Surprise	Platypus and the Birthday Party	Diwali information books and videos The Quiet Little Firework	Shark in the dark! Information books and videos	Lanterns and Firecrackers: A Chinese New Year story Goldy Luck and the Three Pandas	Hanukkah Bear	The Nativity Story Oh no! Shark in the Snow	
Nursery Rhymes BBC rhymes	Twinkle Twinkle	Heads, shoulders, knees and toes	Wind the bobbin up	Row, row, row your boat	The wheels on the bus	Jumbo Bwana	Pat-a-cake	5 little fireworks	10 in the bed	The crayon Poem by James Carter	Teddy Bear, Teddy Bear, turn around	Christmas Carols	
Personal, Social and Emotional Dev.M observation checkpoint B-3-year olds.	Ongoing- classroom routines and boundaries. Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict. Reward systems: sticky labels with comments written. Dev. M. Observation checkpoint birth- three year olds. Set up and reinforce child self-registration. Activities to develop relationships, making friends, sharing and turn taking, dealing with conflict. Talking about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Support children to increase independence when selecting activities and resources. Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health.												

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Understanding the World	Ongoing- Festivals and celebration of the world, community & culture - Autumn, Harvest, Diwali, Birthdays, Bonfire Night, Chinese New Year. Weekly – environment small world linked to the core book. Using their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see using a wide vocabulary. Begin to make sense of their own life-story and family's history. Explore how things work. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		
Core Books	Ketchup on Your Cornflakes Titch Knuffle Bunny Shark in the Park Shark in the Park on a Windy Day We're going on a bear hunt Naughty Bus Down at the Station Dear Zoo Handa's Surprise	Platypus and the Birthday party The Diwali Story The Quiet Little Firework Shark in the Dark! Oh no! Shark in the Snow Goldy Luck and the Three Pandas Hanukkah Bear Lanterns and Firecrackers The Nativity Story	
Visits / Visitors	CL and UW: Small groups in the school grounds, looking at the signs of Autumn		CL and L: Visit the local library Reading: Visitor Book Start Workshop
Physical Development Dev.M observation checkpoint B-3 year olds.	Continuous provision- sand and water and construction. Outdoor Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run. Continuous Provision –different materials and tools to develop manipulation and control. Group activities in teams lead by teachers guiding children confidence to be more independent. Large and small motor skills–Daily- dressing and undressing, eating habits Weekly - fine motor skill activities -Finger Gym Weekly – large muscle movements - Busy Feet Continuous provision - Messy play/soft dough activities, painting & chalking on vertical surfaces (easels and walls), waving flags and streamers. Continuous provision using one- handed tools, developing a comfortable tripod grip holding pens and pencils.		
Expressive Arts & Design	Continuous provision- Junk Modelling. Continuous provision- Messy play/soft dough activities. Activities relating to the book of the week – painting, collating, drawing, sculpting. Weekly – rhyme of the week. Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape & learning entire songs) Artist focus – Paul Klee (shape and colour).	Continuous provision- Junk Modelling. Continuous provision- Messy play/soft dough activities. Activities relating to the book of the week - painting, collating, drawing, sculpting. Weekly – rhyme of the week. Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Colour mixing and tints & shades. Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape & learning entire songs) Nativity Performance to Parents. Artist focus: Piet Mondrian (colour and shape)	
Computing	Children engage in computing activities in all areas across the EYFS curriculum. Set up the routine-10-minute timer. Basic keyboard and mouse skills.		

	Using the programmes-Busy Things, Poisson rouge, 2 paint a picture.	
Music	Singing nursery rhymes/clapping very basic rhythms on call and response/ listening to live music(visiting musicians once a half term and termly live concert) and recorded music (pop music and Christmas songs)	
R.E	Christianity Concept: Belonging Who am I?	Christianity Concept: Celebration Why is Christmas special?

Nursery Curriculum Map

Spring Term

Topic:		Traditional Tales						All Around Me					
Role Play Areas		Continuous provision- Imaginary Play - Shop (bakery, shoe shop), doctor surgery (inside) (https://childrens.poetryarchive.org/explore/page/4/?form=241) Continuous provision- Role play- Home corner, police station, fire station (outside)											
	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 Woven throughout the term:	Farm Animals	Food that comes from the farm	Homes Materials and change		Making choices Conflict and resolution, teamwork		Water/ Boats	People who help us – School and wider community		Seasons and the Weather		Easter	
Core Books	The Little Red Hen	The Gingerbread Man	The Three Little Pigs	Goldilocks and the Three Bears	The Three Billy Goats Gruff		Who Sank the Boat? by Pamela Allen	Whatever Next by Jill Murphy Non-fiction: Meet the planets by Caryl Hart		Rechenka’s Eggs by Patricia Polacco Tree: Seasons Come, Seasons Go by Patricia Hegarty		The Easter Story	
Nursery Rhymes BBC rhymes	Old Macdonald had a farm	I am the baker man	London Bridge is falling down	When Goldilocks went to the house of the bears	The goats came marching		The big ship sails on the alley alley oh	Zoom, Zoom Zoom	Hickory Dickory Dock	My Hat! By Tony Mitton	Mary, Mary quite contrary	Five currant buns	
Personal, Social and Emotional Dev.M observation checkpoint 3&4 year olds.	Ongoing- classroom routines and boundaries – Supported with visuals of children demonstrating that rule/routine. Reward systems: sticky labels with comments written. Developing intimate care routines + key person and extended to other familiar adults. Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict. Continue with child self-registration. Activities to develop relationships, making friends, sharing and turn taking, dealing with conflict. Model Phrases “Can I have a turn? Or “My turn next.” Helping children develop positive attitudes towards diversity and inclusion. Ask questions and answer children straight forwardly about differences in skin colour, hair colour, gender, special needs and disabilities. Talking about their feelings using more elaborated ways like 'I’m happy because...', 'sad', 'angry' or 'worried because...' Support children to increase independence when selecting activities and resources. Cooking activities planned for relating to rhymes and book of the week. Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health.												
Communication and Language	Ongoing- Speaking, listening and responding skills. Vocabulary linked to book of the week and topic. Children use speech sounds p, b, m,w. l/r/w/y f/th s/sh/ch/dz/j												

Dev.M observation checkpoint 3&4 year olds.	Introduce words of the week - displayed on vocabulary wall (text and picture). Children encouraged to use Multi-syllabic words such as 'banana' and 'computer'. Children learn words in context. Children develop conversation with teachers and peers. Children given at least 10 seconds processing time when responding to simple questions. 'who', 'what' and 'where' as appropriate. Dev.M observation checkpoint Birth to three year olds can the child use around 300 words, including descriptive language? Are they linking 5 words and using pronouns 'me', 'him', 'she'. Do they follow instructions with three key words? Ongoing-Puppets and small world relating to the core book of the week and topic. Role play areas inside (bakery, shoe shop, doctor's surgery) and outside (Home corner, police and fire station) Daily - days of the week and weather. Makaton practised for frequently used commands such as stop, no, yes, walk, run, sit down, stand up, finished and signs linked to the topic. Weekly rhyme of the week displayed and sung daily. Bank of rhymes kept in a folder for children to return to. Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read. Check understanding and explain new vocabulary when reading books. Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read. Children to be encouraged to feel confident to talk about what is happening in their environment and give their own ideas.		
Literacy – Reading and Comprehension Word Reading Writing	Class reading library with a selection of information, topic and choosing books. Selecting books and handling them with care. Core books & Longer stories that introduce interesting new vocabulary. Core books displayed in class library. Daily - Adults reading to small groups and whole class (story times and at the end of the day). Throughout the day topic books being shared with children (books throughout the environment). Regular sharing of books and discussion of children's ideas and responses throughout the day. Use of books with just pictures to encourage conversations to develop understanding about what is happening. Understanding key concepts about print: print has meaning, print can have different purposes and we read English text from left to right and from top to bottom. Weekly home reading books. Phonics- environmental sounds, word reading (print carries meaning), rhyme, initial sounds, oral segmenting and blending Provide opportunities in the continuous provision for child initiated mark making activities e.g. clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Adult to act as scribe for description of mark making. Daily - writing the day and date (modelled writing) Choosing independent mark making activities each day linked to core book of the week. Children to use IT to mix marks. Children to trace their name.		
Mathematics	<table border="0"> <tr> <td data-bbox="320 1058 1209 1375"> Daily - Maths songs. Number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Fast recognition of up to 5 objects (subitising). Solve real world mathematical problems with numbers up to 5 Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Link numerals and amounts. Begin to make recognisable symbols to represent numbers. Explore 2D & 3D shapes circles, rectangles, triangles & cubes using own notation and mathematical language. </td><td data-bbox="1209 1058 2110 1375"> Daily - Maths songs. Number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Fast recognition of up to 5 objects (subitising). Solve real world mathematical problems with numbers up to 5 Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Link numerals and amounts showing the right number of objects to match the numeral. Begin to make recognisable symbols to represent numbers. Compare quantities using 'more than', 'fewer than'. Explore 2D & 3D shapes circles, rectangles, triangles, cubes and cuboids using mathematical language 'sides', 'corners'; 'straight flat & round. </td></tr> </table>	Daily - Maths songs. Number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Fast recognition of up to 5 objects (subitising). Solve real world mathematical problems with numbers up to 5 Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Link numerals and amounts. Begin to make recognisable symbols to represent numbers. Explore 2D & 3D shapes circles, rectangles, triangles & cubes using own notation and mathematical language.	Daily - Maths songs. Number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Fast recognition of up to 5 objects (subitising). Solve real world mathematical problems with numbers up to 5 Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Link numerals and amounts showing the right number of objects to match the numeral. Begin to make recognisable symbols to represent numbers. Compare quantities using 'more than', 'fewer than'. Explore 2D & 3D shapes circles, rectangles, triangles, cubes and cuboids using mathematical language 'sides', 'corners'; 'straight flat & round.
Daily - Maths songs. Number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Fast recognition of up to 5 objects (subitising). Solve real world mathematical problems with numbers up to 5 Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Link numerals and amounts. Begin to make recognisable symbols to represent numbers. Explore 2D & 3D shapes circles, rectangles, triangles & cubes using own notation and mathematical language.	Daily - Maths songs. Number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Fast recognition of up to 5 objects (subitising). Solve real world mathematical problems with numbers up to 5 Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Link numerals and amounts showing the right number of objects to match the numeral. Begin to make recognisable symbols to represent numbers. Compare quantities using 'more than', 'fewer than'. Explore 2D & 3D shapes circles, rectangles, triangles, cubes and cuboids using mathematical language 'sides', 'corners'; 'straight flat & round.		

	Make comparisons between objects relating to size, length & weight. Talk about, identify and arrange patterns. Use spatial words in play 'in', 'on', 'under', 'up' and 'down'. Continuous provision- sand, water and construction. Cooking activities linked to Core books.	Make comparisons between objects relating to size, length & weight Talk about, identify and arrange patterns. Select shapes appropriately i.e. a triangular prism for a roof. Describe a familiar route using spatial words 'besides' and 'between'. Continuous provision- sand, water and construction. Cooking activities linked to core books.
Core books	1,2,3 to the zoo by Eric Carle 5 little ducks went swimming one day Biscuit Bear bears Duck in the Truck Kippers Toy box Anno's counting book Goldilocks and the three	Jack and the beanstalk The doorbell rang I spy numbers Where's my teddy? Anno's counting book
Understanding the World	Ongoing- Festivals and celebration of the world, community & culture- Winter, Spring, Chinese New Year, Valentine's Day, Mothering Sunday & Easter. Ongoing – Vocabulary and language focus linked to core books and children's child initiated explorations. Weekly – environment small world linked to the core book. Using their senses in hands-on exploration of natural materials. Explore natural materials indoor and outdoor of materials with similar and/or different textures. Talk about what they see using a wide vocabulary. Begin to make connections between features of their family history and other peoples family history. Visits to develop children's understanding of different occupations. Explore how things work using mechanical equipment. Continuous provision – Planting, growing seeds and caring for the natural environment. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. A diverse range of props readily available for children to explore.	
Core Books	In every house on every street by Jess Hitchman Let's build a house by Mick Manning Rosie's Walk by Pat Hutchins You Choose by Nick Sharratt The Little Red Hen The Gingerbread Man The Three Little Pigs Goldilocks and the Three Bears The Three Billy Goats Gruff	The Growing Story by Ruth Krauss National geographic: Weather People who help us series by Rebecca Hunter Acorn Bear The busy body book by Lizzie Rockwell Who Sank the Boat? by Pamela Allen Whatever Next by Jill Murphy The Gruffalo by Julia Donaldson Rechenka's Eggs by Patricia Polacco Tree: Seasons Come, Seasons Go by Patricia Hegarty The Easter Story
Visits / Visitors	Computing: Visitor from Camden Learning Centre (CLC) https://camdenlearning.org.uk/camden-city-learning-centre-clc/	

Physical Development Dev.M observation checkpoint 3&4 year olds.	Continuous provision- sand and water and construction. Outdoor Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run. Continuous Provision –different materials and tools to develop manipulation and control. Group activities in teams lead by teachers but increasing being led by themselves. Large and small motor skills–Daily- dressing and undressing, eating habits Weekly - fine motor skill activities (Finger Gym). Weekly – large muscle movements -Busy Feet Continuous provision - Messy play/soft dough activities, painting & chalking on vertical surfaces (easels and walls), waving flags and streamers. Continuous provision using one- handed tools, developing a comfortable tripod grip holding pens and pencils.	
Expressive Arts & Design	Continuous provision- Modelling with junk, clay, soft wood practicing joining methods. Continuous provision- Messy play/soft dough activities. Continuous provision-Pretend play using objects to represent something else. Continuous provision-Flexible open-ended resources for children's imaginative play. Focus: Drawing skills – detailing body parts, emotions happy/sad Daily- Action Songs & expression relating to topic. Weekly-Music skill sessions (Music Express) Explore a range of sound makers and instruments learning to play them in different ways. Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape & learning entire songs) Activities relating to rhymes and core books - – painting, collating, drawing, sculpting. Weekly – rhyme of the week Daily – rhyme time (sing a selection of tradition and modern nursery rhymes) Artist focus - Wassily Kandinsky (colour mixing, line and shape.)	Continuous provision- Modelling with junk, clay, soft wood practicing joining methods. Continuous provision- Messy play/soft dough activities. Continuous provision-Pretend play using objects to represent something else. Continuous provision-Flexible open-ended resources for children's imaginative play. Focus: Painting skills –colour mixing Daily- Action Songs Action Songs & expression relating to topic. Weekly-Music skill sessions (Music Express) Explore a range of sound makers and instruments learning to play them in different ways. Weekly-Singing session –Music teacher (listening to sound, pitch, tone, melody, melodic shape & learning entire songs) Activities relating to rhymes and core books - – painting, collating, drawing, sculpting. Weekly – rhyme of the week Daily – rhyme time (sing a selection of tradition and modern nursery rhymes) Artist focus: Claude Monet (flowers)
Computing	Children engage in computing activities in all areas across the EYFS curriculum. Basic keyboard and mouse skills. Programmable toys. Using the programmes- Espresso and Simple City.	
Music	Singing 2 songs with actions and pitching with a range of minimum 3 notes up and down/ listening to great composers (Mozart) and live music (visiting musicians once a half term) and recorded music (pop). Playing, creating and exploring sounds using tuned instruments(keyboards, xylophones and glockenspiels)	
R.E.	Christianity Concept: Special What makes us special?	Christianity Concept: Celebration How do people celebrate Easter?

Nursery Curriculum Map Summer Term

	Topic: Tell Me a Story Living Things											
Role Play Areas		Continuous provision- Imaginary Play - (inside) Fruit and vegetable shop, vet, ice cream shop (https://childrens.poetryarchive.org/explore/page/4/?form=241) Continuous provision- Role play- Garden Centre + Cafe (outside)										
	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	Growing Plants (focus-fruit& vegetables)	Where does our food come from?	Life cycles – What animals lay eggs? Living Caterpillars		Minibeasts	Habitats and food chains	Day and Night	Duck/chicken life cycles (care for living things) Living eggs		Animals on Land	Animals in the sea	Dinosaurs
Literacy Core Books	Jasper's beanstalk + Non Fiction	Oliver's Vegetables Oliver's Fruit Salad + Non Fiction	The Very Hungry Caterpillar by Eric Carle +Non-fiction		Aaaarrgghh Spider! The Very Busy Spider +Non-fiction National geographic: Minibeasts	Hungry Harry (Frogs) +Non-fiction	Owl Babies Above and Below (Harriet Evans) +Non-fiction	The Ugly Duckling/ Dora's Eggs +Non-fiction Chickens Aren't the Only Ones The Odd Egg		Leopard's Drum +Non-fiction	Clumsy Crab +Non-fiction	Harry and the Dinosaurs How to grow a dinosaur +Non-fiction
Nursery Rhymes BBC rhymes	Ring a Ring of Roses	Wiggly woo	There's a tiny caterpillar on a leaf	Splish, splash, splosh by James Carter	Incy wincy spider	Five little speckled frogs	Day and Night by Eric Carle	Five Little Ducks	Look at the sneaky crocodile	Down in the Jungle	One, two, three, four, five	Five Little Dinosaurs
Personal, Social and Emotional Dev.M observation checkpoint 3&4 year olds.	Ongoing- classroom routines and boundaries – Supported with visuals of children demonstrating that rule/routine. Children independently remember rules. Reward systems: sticky labels with comments written Developing intimate care routines + key person and extended to other familiar + unfamiliar adults. Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict. Continue with child self-registration, children have responsible classroom roles. Activities to develop relationships, friendship, sharing and turn taking, understanding others feel, dealing with conflict. Model Phrases “Can I have a turn? Or “My turn next.” Helping children develop positive attitudes towards diversity and inclusion. Ask questions and answer children straight forwardly about differences in skin colour, hair colour, gender, special needs and disabilities. In small groups children encouraged to safely explore emotions beyond their normal range such as the feeling fear or relief.											

		Support children to demonstrate growth in independence when selecting a wider range of activities and resources to achieve a goal. Resisting helping as appropriate, rather opting to supervise & guide. Cooking activities planned for relating to rhymes and book of the week. Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health. Dev. Matters observation checklist Birth-3/ 3&4 year olds.
Communication and Language Dev.M observation checkpoint 3&4 year olds.		Ongoing- Speaking, listening and responding skills. Vocabulary linked to core book of the week and topic. Children use speech sounds p, b, m, w, l/r/w/y f/th s/sh/ch/dz/j. Say multi- syllabic words – 'hippopotamus' or 'pterodactyl'. Introduce words of the week - displayed on vocabulary wall (text and picture). Children encouraged to use words in context. Children start conversations with teachers and peers. Express an opinion. Use pronouns 'me', 'him', 'she', plurals & prepositions 'in', 'on', 'under'. Children given at least 10 seconds processing time when responding to simple questions. 'who', 'what', 'where' and 'why' as appropriate. Ongoing-Supporting children to understand two part questions & instructions. Dev.M observation checkpoint 3&4 year olds can the child speak in a sentence using four to six words? Are sentences joined with because, or? Do they use the past tense? For example: 'I went...' Ongoing-Puppets and small world relating to the core book of the week and topic. Role play areas inside (shops and vet) and outside (cafe and garden) Daily - days of the week and weather. Makaton practised for days of the week, weather, colours, and signs linked to the topic. Weekly rhyme of the week displayed and sung daily. Bank of rhymes kept in a folder for children to return to. Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read. Check understanding and explain new vocabulary when reading books. Daily celebration, children talk about the marks they make. Children to be encouraged to feel confident to talk about what is happening in their environment and give their own ideas.
Literacy – Reading and Comprehension Word Reading Writing		Class reading library with a selection of information, topic and choosing books. Selecting books and handling them with care. Core books & Longer stories that introduce interesting new vocabulary. Core books displayed in class library. Daily - Adults reading to small groups and whole class (story times and at the end of the day). Throughout the day topic books being shared with children (books throughout the environment). Regular sharing of books and discussion of children's ideas and responses throughout the day. Adults and children tell long stories to each other based on familiar books. Use of books with just pictures to encourage extended conversations to develop understanding about what is happening. Understanding key concepts about print: print has meaning and how it is read, the idea of a word, spaces before and after words, sentences - full stops and capitals. Weekly home reading books. Phonics- sound discrimination and initial sounds. Rhyme, syllables, words with the same initial sounds & word reading Provide opportunities in the continuous provision for child initiated mark making activities e.g. wipe boards, black boards, clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Adult to act as scribe for description of mark making. Daily- fine motor activities, handwriting activities. Free drawing & writing on their pictures using some letter knowledge. Daily - writing the day and date (modelled writing) Children write their name on their work or adult writes the name of the child in yellow and child traces over it. Choosing independent mark making activities each day linked to core book of the week. Children to use IT to mix marks. Daily celebration of children's writing from the writing basket. Class books created from visits.
Mathematics	Daily - Maths songs. Calculating the number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Maths vocabulary and visuals displayed. Fast recognition of up to 5 objects (subitising).	Daily - Maths songs. Calculating the number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Fast recognition of up to 5 objects (subitising). Maths vocabulary and visuals displayed

	Solve real world mathematical problems with numbers up to 5 Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Changes in amount which involve hiding. Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Compare quantities using 'more than', 'fewer than'. Link numerals and amounts. Begin to make recognizable symbols to represent numbers. Explore 2D & 3D shapes circles, rectangles, triangles & cubes using mathematical language to about properties, sharp corner, pointy, curvy. Make comparisons between objects relating to size, length & weight. Talk about, extend and create patterns. Understand position through words alone for example 'off a path', 'down a drain.' Stories read which involve journeys linked + children's experiences for Chn to describe a familiar route. Continuous provision- sand, water and construction. Cooking activities linked to Core books.		Simple mathematical challenges set in small groups with numbers up to 5 and past Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Changes in amount which involve hiding. Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Compare quantities using 'more than', 'fewer than'. Link numerals and amounts. Begin to make recognizable symbols to represent numbers. Explore 2D & 3D shapes circles, rectangles, triangles & cubes using mathematical language to about properties, sharp corner, pointy, curvy. Make comparisons between objects relating to size, length, weight & capacity Talk about, extend and create patterns. Correct an error in a repeating pattern. Understand position through words alone for example 'off a path', 'down a drain.' Stories read which involve journeys linked + children's experiences for Chn to discuss routes and locations using positional language. Continuous provision- sand, water and construction. Cooking activities linked to Core books.
Core books	Kippers Toy box Room on the broom We're going on a bear hunt Shark in the park Rosie's walk The Gruffalo		The Very Hungry Caterpillar We're going on a bear hunt I spy numbers How do dinosaurs count to 10? What the ladybird heard?
Understanding the World	Ongoing- Festivals and celebration of the world, community & culture- Summer, Birthdays, Ramadan, 'Eid. Ongoing – Vocabulary and language focus linked to core books and children's child initiated explorations. Continuous provision – sand water and construction Weekly – environment small world linked to the core book. Butterfly life cycles (order caterpillars from Insect Lore) Duck or chicken life cycles (order eggs from Incredible Eggs) Using their senses in hands-on exploration of natural materials. Explore & compare natural materials indoor and outdoor of materials with similar and/or different textures and properties. Talk about what they see using a wide vocabulary. Begin to make connections between features of their family history and other peoples family history. Visits to develop children's understanding of different occupations. Opportunities to challenge stereotypes as appropriate Explore how things work using mechanical equipment drawing children's attention to forces. Continuous provision – Planting, growing seeds and caring for the natural environment. Praise given to children showing care and respect for living things in the natural environment. Children taught in small groups the key features of animal & plant life cycles. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. A diverse range of props, puppets, books & artefacts readily available for children to explore. Display area for children to add to. Children & parents encouraged to participate in 'show & tell'.		
Core Books	The Very Hungry Caterpillar Minibeast non-fiction texts Life cycle non-fiction texts		By day and by night Eric Carle Good Day, Good Night by Margaret Wise brown National Geographic: Day & Night

	Chickens Aren't the Only Ones		Duck/chicken life cycle non-fiction texts
Visits / Visitors	Computing: Visit to the Camden Learning Centre (CLC) https://camdenlearning.org.uk/camden-city-learning-centre-clc/		CL and UW – CHOOSE WHICH IS CLOSE TO THE SCHOOL Visit to Kentish Town City Farm https://kctcityfarm.org.uk/ OR Kensington Garden Allotments https://operationfarm.org.uk/hyde-park-community-allotment
Physical Development Dev.Matter S observation check point 3&4 year olds	Continuous provision- sand and water and construction. Outdoor Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Riding scooters, trikes and bikes. Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run. Continuous Provision –different materials and tools to develop manipulation and control. Group activities in teams lead by teachers but increasing being led by themselves. Areas for performance: Children taught to remember sequences and patterns of movement. Large and small motor skills–Daily- dressing and undressing, eating habits. Supporting children to be Increasingly independent in making healthy choices. Weekly - fine motor skill activities (Finger Gym). Weekly – large muscle movements – Busy Feet Continuous provision - Messy play/soft dough activities, painting & chalking on vertical surfaces (easels and walls), waving flags and streamers. Continuous provision using one- handed tools, dominant hand, developing a comfortable tripod grip holding pens and pencils.		
Expressive Arts & Design	Continuous provision- Modelling with junk, clay, soft wood practicing joining methods to express ideas. Use of more complex construction kits. Continuous provision- Messy play/soft dough activities, using their imagination. Continuous provision-Pretend play using objects to represent something else. Continuous provision-Flexible open-ended resources for children's imaginative play. Focus: Sustained Drawing skills – detailing body parts, range of emotions and movement. Daily- Action Songs & expression relating to topic. Weekly-Music skill sessions (Music Express) Explore a range of sound makers and instruments learning to improvise & play with control to express their ideas. Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape & learning entire songs) Performance to music. Chn learn simple sequence. Activities relating to rhymes and core books - – painting, collating, drawing, sculpting. Weekly – rhyme of the week. Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Artist focus: Giuseppe Arcimboldo (Fruit and vegetable pictures)		Continuous provision- Modelling with junk, clay, soft wood practicing joining methods to express ideas. Use of more complex construction kits. Continuous provision- Messy play/soft dough activities using their imagination. Continuous provision-Pretend play using objects to represent something else. Continuous provision-Flexible open-ended resources for children's imaginative play. Focus: Features of artists work across times and cultures Daily- Action Songs Action Songs & expression relating to topic. Weekly-Music skill sessions (Music Express) Explore a range of sound makers and instruments learning to improvise & play with control to express their ideas. Weekly-Singing session –Music teacher (listening to sound, pitch, tone, melody, melodic shape & learning entire songs) Performance to music. Chn learn simple sequence. Activities relating to rhymes and core books - – painting, collating, drawing, sculpting. Weekly – rhyme of the week. Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Artist focus: Vincent Van Gogh (Day and night + sunflowers)
Computing	Children engage in computing activities in all areas across the EYFS curriculum. Focus: Basic keyboard and mouse skills. Programmable toys. Using the programs- Purple Mash, PB Bears, Espresso.		
Music	Singing songs from around the world. Playing, creating and exploring music using untuned percussion Instruments-Djembe/drum/tambourine. Listening to a range of live music (visiting musicians once a half term and termly live music). Listening to recorded music (world music/ African Music)		

R.E.	Christianity Concept: Special What are the special places in our community?	Christianity/ World Faith Concept: Belonging What objects and clothes are important to some people?
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YR 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	Whole School Project Week	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 LW Entry assessment			Children recognising their names Phase 2 Graphemes (Little Wandle Letters and Sounds Revised). Assess on week 7. Begin Reading Practice 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.				Phase 2 Graphemes (Little Wandle Letters and Sounds Revised) Reading Practice – everyday 5 groups reading with 5 adults. Reading Practice – Children's books changed once a week and taken home daily. Begin Guided writing in groups daily Begin to know sounds to read, make and write CVC words. Homework- Children take home 1 sharing book 1 LW book.					
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	Golden Rules and learning the rules in the school and classroom. Time tabled routines to promote overall health & wellbeing.			Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work.				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					

Observation checkpoint 3&4 year Children olds	Children supported at lunchtimes to support eating & healthy choices.	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.		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 health & wellbeing.
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: Representi ng 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 button 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
Understandin g 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.			
Understandin g 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 the Local Library Visit from the 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	Christianity Concept: Creation Who made the wonderful world and why?					Christianity Concept: Incarnation Why is Christmas special for Christians?							
Music	Y1 Unit 1 Start with singing: finding my singing voice My singing voice	Singing echo songs	Singing call and response songs	Call and response singing games	Singing and identifying echo and call and response	Feeling the pulse and playing the beat		Y1 Unit 2 Singing together : how singing makes me feel Strong and soft singing	How singing softly makes me feel	Singing stronger and feeling energised	Controlling dynamic changes within a song	Following a leader to change dynamics	Changing dynamics to perform with feeling

YR 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		Whole School Project Week	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	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	Handa's Surprise		From seed to plant and 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
Core Books												
Reading	Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression							Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression				
Word reading (Phonics)	Phonics: Phase 3 Graphemes (Little Wandle Letters and Sounds Revised) 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 and the Little Wandle book that they have been reading in RP – daily. Core books displayed in the class library.						Phonics: Phase 3 Graphemes (Little Wandle Letters and Sounds Revised) 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 and the Little Wandle book that they have been reading in RP – daily.					
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	

OF DATES EXCLUDED											
Poetry recital	Humpty Dumpty (traditional)										
Personal, Social and Emotional	Golden Rules and learning the rules in the school and classroom. Time tabled routines to promote overall health & 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 health & 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	. Number: Bonds to 10	3D shape pattern

									dots 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/school-improvement/camden-learning-centre/						Choose from: The garden centre http://www.camdenqardencentre.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's, 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	Christianity Concept: Incarnation Why do Christians believe Jesus is special?							Christianity Concept: Salvation What is so special about Easter?				
Music	Y1 Unit 3 Compose and Create: exploring and performing rhythm patterns Singing, moving and playing to a steady pulse	Identifying the timbre of classroom percussion	Echoing simple rhythm patterns	Reading rhythms from pictures	Composing a rhythm sequence using pictures	Playing rhythm patterns to a steady pulse		Y1 Unit 4 Music and movement: feeling the pulse and changing the tempo Feeling the pulse in songs and chants	Keeping a steady beat as we move, sing and play	Combine 3. Feeling the pulse in music with a fast or slow tempo 4. Choosing a fast or slow tempo for songs, chants and games	Responding to tempo changes within a song or piece of music	Using tempo to tell a musical story

YR 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	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		
Core Books													
Reading	Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression Phonics: Phase 4 Graphemes (Little Wandle Letters and Sounds Revised) 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 and the Little Wandle book that they have been reading in RP – daily.							Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression Phonics: Phase 4 Graphemes (Little Wandle Letters and Sounds Revised) Read own writing. Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily.					
Word reading (Phonics)													
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. 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 councillors, prayer leaders etc. Self-Regulation- Self-help skills –using strategies to moderate their own and others feelings socially and emotionally. Zones of Regulation						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. 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						

	Rewarding children: smile chart, special mentions, head teacher's awards. Activities to develop relationships/making friends/dealing with conflict/sharing. – dialogic story time.					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. 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 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 Counting patterns to 10 and beyond	Spatial reasoning 1: Match rotate manipulats.	Number: Adding more & taking away	Spatial reasoning 2: Compose & Decompose:	Number: Patterns Doubling	Number: Grouping Even and Odd	Spatial reasoning 3: Visualise and build	Number: Patterns and relationships	Spatial reasoning 4 mapping

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 Teckentrup 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 Aaarrgh, 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 https://www.royalparks.org.uk/learn/schools/eyfs				Computing: Visitor from Camden Learning Centre (CLC) https://camdenlearning.org.uk/school-improvement/camden-learning-centre/			
Physical Development	Gymnastics Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 4				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.							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. Programmes & 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	Christianity/ Islam What makes a place special?							Christianity/ Islam/Judaism What can we learn from stories?					
Music	Y1 Unit 5 Compose and create: high and low melodic responses Chants and songs with a call and response structure	Reading simple rhythms	Identifying high and low notes	Composing a four beat rhythm	Composing a simple high and low melody	Performing a simple melody as part of a call and response song		Y1 Unit 6 Singing for performance: Changing tempo and dynamics in our songs Responding to different musical moods	Singing with character and feeling	Changing dynamics to change the mood	Changing the tempo to build excitement	Following a conductor to create a musical mood	

Y1 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 – retelling stories with repeating pattern The Story Tree (Hugh Lupton) -Write a retelling -Write a retelling -Write a retelling			Narrative- stories in familiar settings Beegu (Alexis Deacon) -Write a description -Write a postcard -Write a postcard			Whole School Project Week	Poetry The Worm -Write new lines for a poem.	Narrative and Poetry Aaaaaarrgh Spider! (Lydia Monks) -write a description. -Write a story		Narrative – retelling Nativity Linked to RE unit Advent -retelling publication		
Phonics	Little Wandle programme daily												
Story Time	Dear Zoo, Rod Campbell Where's Spot, Eric Hill	Ten Little Fingers and Ten Little Toes, Mem Fox and Helen Oxenbury The Very Hungry Caterpillar, Eric Carle	Each Pear Pear Plum, Janet and Alan Ahlberg The Elephant and the Bad Baby, Raymond Briggs	The Tiger Who Came to Tea, Judith Kerr	Little Mouse's Big Book of Fears, Emily Gravett	I Will Not Ever Never Eat a Tomato, Lauren Child		Dogger, Shirley Hughes	Lost and Found, Oliver Jeffers	Room on the Broom, Julia Donaldson	Gorilla, Anthony Browne	The Snowman, Raymond Briggs	
Poetry recital	Incey Wincey Spider (traditional)												
Maths	Number: Place value (within 10)					Number: Addition & Subtraction (within 10)		Number: Addition & Subtraction (within 10)					Geometry: Shape Number: Place value (within 20)
R.E	Christianity Concept: Creation Why should we take care of the world? Reference: CGWF resource							Christianity Concept: Incarnation Why is each person important in the Nativity story?					
Visits / Visitors	History: Visit to local underground and overground stations, see different trains and see other transport along the way eg. Pupils are walking, cars, buses, motorbikes on the road, planes in the sky (a boat on the canal if they pass it!)							Science: Visitor Zoo 4 U, a range of animals bought into school https://www.zoo4you.co.uk/					
Science	Plants We are learning to observe and compare trees around us	Plants We are learning to identify parts of a flowering plant.	Plants We are learning to investigate what plants need to grow	Plants We are learning to explain what plants need to grow	Seasonal Change 1 We are learning to observe and describe the seasons	Seasonal Change 2 We are learning to observe how trees change over the year.		Animals, including humans We are learning to identify and name animals	Animals, including humans We are learning to identify carnivores, herbivores	Animals, including humans We are learning to describe and compare the	Animals, including humans We are learning to identify which animals people	Seasonal Change 3 We are learning to describe the weather in different seasons	

									and omnivores.	structure of animals	can keep as pets.	(autumn and winter)		
History Changes within living memory - <i>Transport</i>	We are learning to know the timeline of types of transport	We are learning to understand how trains have changed over time	We are learning to understand how cars have changed over time	We are learning to understand how planes have changed over time	We are learning to understand how boats have changed over time	We are learning to explain ways that transport has changed over time			Taught in 1 st half of term					
Geography <i>What makes planet Earth special?</i>	Taught in 2 nd half of term								We are learning to understand that the Earth is one of 8 planets	We are learning to understand day and night	We are learning to understand the importance of water	We are learning to understand where we find mountains and rivers.	We are learning to understand what makes our planet special	
Art and design	Drawing (Key Skills and Techniques) We are learning to draw our school environment from experience and memory.	We are learning to draw natural objects from observation.	We are learning to draw buildings.	We are learning to draw portraits.	We are learning to draw objects.				Painting (Water) We are learning to make different shades of one paint colour.	We are learning to understand how primary colours mix to make secondary colours.	We are learning to explore ways of using paint brushes.	We are learning to represent water using paint.	We are learning to paint images using watercolours	
DT	Structures (Homes)													
PE	Attack Defend Shoot Unit 1 (The PE Hub lesson plans – www.thepehub.co.uk)								Attack Defend Shoot Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)					
PSHCE in addition to weekly lessons	Whole School Project Week-Equality studies Anti-Bullying Week													
PSHCE weekly lesson	Taught in 2 nd half of term								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,	To learn the importance of sleep as part of a healthy lifestyle and the impact device use	To learn about how germs are spread, how we can prevent them spreading and

											alcohol and tobacco)	can have on sleep (Mental wellbeing) (Health and Prevention)	people who help us stay healthy and well (Health and prevention) (Physical health and fitness)
Computing	We are learning to identify technology	We are learning to identify a computer and its main parts	We are learning to use a mouse in different ways	We are learning to use a keyboard to type on a computer	We are learning to use the keyboard to edit text	We are learning to create rules for using technology responsibly							
Spanish	Greetings	What is your name	Phonics	Phonics	Numbers 1 - 5	How old are you?		Colours	Colours	Animals	Animals	Christmas	
Music	1.Start with singing: finding my singing voice My singing voice	Singing echo songs	Singing call and response songs	Call and response singing games	Singing and identifying echo and call and response	Feeling the pulse and playing the beat		2.Singing together : how singing makes me feel Strong and soft singing	How singing softly makes me feel	Singing stronger and feeling energised	Controlling dynamic changes within a song	Following a leader to change dynamics	Changing dynamics to perform with feeling
Food Tech	Berry red smoothie												

Y1 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	Non-fiction - Information Texts publication Spiders (Rebecca Gilpin) Animal Lives Spiders (Sally Morgan) -Write a factual paragraph. -Write a poster -Write a non-chronological report (and publish) – 2 weeks -Write instructions					Poetry Puffin Fantastic First Poems (June Crebbin) -Write a tongue twister poem.	Whole School Project Week	Narrative The Snail and The Whale (Julia Donaldson) -Write a description -Write a retelling		Narrative – recounts and retelling No Dinner! (Jessica Souhami) -Write a retelling -Write a postcard -Write part of a story			
Phonics	Little Wandle programme daily												
Story Time	We're Going on a Bear Hunt, Michael Rosen	Hairy Maclary from Donaldso n's Dairy, Lynly Dodd	Not Now, Bernard, David McKee	Where the Wild Things Are, Maurice Sendak	The Jolly Postman, Janet and Alan Ahlberg	I Want My Hat Back, Jon Klassen		The Cat in the Hat, Dr Seuss	Meg and Mog, Helen Nicholl	Would you Rather, John Burningham	Princess Smartypants, Babette Cole	I Want My Potty, Tony Ross	
Poetry recital	Row, Row, Row Your Boat (traditional)												
Maths	Number: Place Value (within 20)			Number: Addition & Subtraction (within 20)				Number: Place Value (within 50)		Measurement: Length and Height		Measurement: Weight and Volume	
R.E	Judaism What is it like to live as a Jewish person?							Christianity Concept: Salvation Why might many Christians around the world say that Easter is the most important festival? Reference: CGWF resource					
Visits / Visitors	Computing: Visitor from Camden Learning Centre (CLC), 'Programming B - introduction to animation' workshop https://camdenlearning.org.uk/school-improvement/camden-learning-centre/ RE: Visitor in school from Judaism for Schools							Science: Visit to Hampstead Heath, Plant Detectives workshop https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx OR Science: Hyde Park Lookout Centre: Exploring Spring (Seasons) https://www.royalparks.org.uk/learn/learn-in-hyde-park-and-kensington-gardens/primary OR Science: Science Museum – The Garden (Everyday Materials) https://www.sciencemuseum.org.uk/groups/garden-school-info					

Science	Everyday Materials We are learning to identify and name a variety of everyday materials – wood, plastic and metal	Everyday Materials We are learning to identify and name a variety of everyday materials – rock, brick, glass and water	Everyday Materials We are learning to identify and name paper in a variety of forms	Everyday Materials We are learning to describe the properties of everyday materials	Everyday materials We are learning to compare and group different materials based on their properties	Everyday materials We are learning to recognise that objects can be made of more than one material.		Everyday materials We are learning to investigate waterproof materials.	Everyday Materials We are learning to investigate transparent and opaque materials	Everyday Materials We are learning to describe why different materials are used for different purposes	Seasonal Changes 4 We are learning to observe changes across the seasons (spring)	Seasonal Changes 5 We are learning to describe the weather in different seasons.
History Changes within living memory - <i>Shopping</i>	We are learning to know the time and place of shopping through time	We are learning to understand how what shops looked like has changed through time	We are learning to understand how people being served in shops has changed through time	We are learning to understand how deliveries of food has changed over time	We are learning to understand how food has changed over time	We are learning to explain similarities and differences in shopping over time		Taught in 1 st half of term				
Geography <i>What is our weather like?</i>	Taught in 2 nd half of term							We are learning about the different types of weather in the UK	We are learning how to record weather	We are learning about extreme weather	We are learning about seasons (field trip – related to)	We are learning to find out where the coldest and hottest parts of the world are
Art and design	Sculpture (Chinese New Year) We are learning to investigate three-dimensional shapes.	We are learning to investigate three-dimensional shapes used in Chinese New Year celebrations	We are learning to design a sculpture.	We are learning to construct a former using papier mâché.	We are learning to model form.			Printing (Printing in Clay and on Paper) We are learning to hand print in clay.	We are learning to finger print on paper.	We are learning to print objects in clay.	We are learning to print on paper and use paste to print.	We are learning to print using blocks.

DT	Mechanical Systems (Fire Engines)							DT					
PE	Gymnastics Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)							Dance Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)					
PSHCE in addition to weekly lesson	Whole School Project Week- Keeping Safe Studies												
PSHCE- 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 1 st half of term					
Computing	Taught in 2 nd half of term							To explain what a given command will do					
Program ming A – Moving a robot								To act out a given word					
Spanish	Shapes	Shapes and colours	Days of the Week	Days of the Week	Retrieval Practice	Retrieval Practice		To combine 'forwards' and 'backwards' commands to make a sequence			To combine four direction commands to make sequences	To plan a simple program	
Music	3.Compose and Create: exploring and performing rhythm patterns Singing, moving and playing to a steady pulse	Identifying the timbre of classroom percussion	Echoing simple rhythm patterns	Reading rhythms from pictures	Composin g a rhythm sequence using pictures	Playing rhythm patterns to a steady pulse		Our Bodies			Our Bodies	Our Face	Numbers 1-10
							4.Music and movement: feeling the pulse and changing the tempo Feeling the pulse in songs and chants			Keeping a steady beat as we move, sing and play	Combine 3.Feeling the pulse in music with a fast or slow tempo 4.Choosing a fast or slow tempo for songs, chants and games	Responding to tempo changes within a song or piece of music	Using tempo to tell a musical story
Food Tech	Flatbreads with tomato topping												

Y1 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 Quentin Blake: Mr Magnolia -Write a report (author profile) -Write a retelling -Write a character description			Narrative - Fantasy Where the Wild Things Are (Maurice Sendak) -Write a character description -Write a retelling -Write a story			Whole School Project Week	Poetry The Puffin Book Of Fantastic First Poems (June Crebbin) -Write a descriptive poem -Write a descriptive poem		Non-Fiction publication Our Street – linked to Geography topic -Write an information leaflet -Write a recount			
Phonics Little Wandle programme daily													
Story Time	Dinosaurs and All That Rubbish, Michael Forman	Dear Mother Goose, Michael Rosen	Grandad's Island, Benji Davies	The Enormous Crocodile, Roald Dahl	Mr Majeika, Humphrey Carpenter			Lion at School and other stories, Philippa Pearce		The Hodgeheg, Dick King-Smith			
Poetry recital	We're Going on a Bear Hunt by Michael Rosen												
Maths	Number: Multiplication and Division			Number: Fractions		Geometry: Position and Direction		Number: Place value (within 100)		Measurement: Money	Measurement: Time		
R.E	Islam What does it mean to be a Muslim?							Christianity Concept: Gospel; Kingdom of God Why did Jesus tell stories?					
Visits / Visitors	History: Visit out of school – local area walk to look at older homes (Victorian, Georgian) and newer homes (post-war and new builds)							Science: Visit - a Canal Boat Trip including local area walk OR Floating Classroom (Plants around us) https://www.thefloatingclassroom.co.uk/key-stage-1 Geography: Visit – Local area walk					
Science	Animals, including humans We are learning to identify and name parts of the body (external)	Animals, including humans We are learning to identify and name parts of the body (internal)	Animals, including humans We are learning to name the 5 senses and identify which part of the body is associated with each	Animals including humans We are learning to investigate the sense of sound	Animals including humans We are learning to investigate the sense of smell	Animals including humans We are learning to investigate the sense of touch		Animals including humans We are learning to investigate the sense of taste	Animals including humans We are learning to investigate the sense of sight	Seasonal Changes 6 We are learning to observe changes across the seasons (summer)	Seasonal Changes 7 We are learning to describe the weather in different seasons	Plants We are learning to identify wild and garden plants	
History Local History: Homes and	We are learning to know the time and place of	We are learning to identify older and	We are learning to identify older and	We are learning to understand how the	We are learning to understand how our	We are learning to explain ways that		Taught in 1 st half of term					

schools where we live	homes and schools in our local area	newer homes	newer homes in our local area (Local area walk)	inside of homes have changed over time	school has changed over time	homes and schools in our local area have changed over time							
Geography	Taught in 2 nd half of term							We are learning to understand that homes give us warmth and shelter	We are learning to compare what it is like to live in a village with a city.	We are learning to explore our local streets (fieldwork)	We are learning to recognise human and physical features in our local area	We are learning what maps are for, how to use them and how to create how to create a bird's eye view map	We are learning to use compass directions
Art and design	Collage and Textiles (Materials and their Properties) We are learning to explore materials.	We are learning to sort and describe materials.	We are learning to understand where wool comes from.	We are learning to explore fabric.	We are learning to make a collage			Digital Media (Drawing Digital Pictures) We are learning to mark-make using computers.	We are learning to explore shape, colour and pattern using computers.	We are learning to explore surface texture.	We are learning to use music to inspire our art.	We are learning to respond to the work of an artist.	
DT	Structures (Wacky Windmills)							Run Jump Throw Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)					
PE	Hit, catch, run Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)												
PSHCE	Taught in 2 nd 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)	

Computing Creating Media – <i>Digital writing</i>	To use a computer to write		To add and remove text on a computer		To identify that the look of text can be changed on a computer		To make careful choices when changing text		To explain why I used the tools that I chose		To compare writing on a computer with writing on paper			CLC Visit											
Spanish	Food		Food		Food		The Weather		The Weather		Retrieval Practice			Family		Family		Feelings		Feelings		Retrieval Practice			
Music	5.Compose and create: high and low melodic responses Chants and songs with a call and response structure		Reading simple rhythms		Identifying high and low notes		Composing a four beat rhythm		Composing a simple high and low melody		Performing a simple melody as part of a call and response song			6.Singing for performance: Changing tempo and dynamics in our songs Responding to different musical moods		Singing with character and feeling		Changing dynamics to change the mood		Changing the tempo to build excitement		Following a conductor to create a musical mood		Creating a convincing singing performance	
Food Tech	Potato Salad																								

Y2 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) -Write a wanted poster -Write a retelling -Write a story			Poetry The Works (Paul Cookson) -Write a poem -Write a list poem		Non-Fiction DK My Encyclopedias of Very Important Animals -Write instructions	Whole School Project Week	Non-Fiction Instructions -Write instructions	Narrative publication Traction Man is Here (Mini Grey) -Write a retelling -Write a comic strip -Write a story (and publish)			
Phonics	Little Wandle programme daily (Phase 5 review)							Little Wandle programme daily (Bridge to Spelling)				
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, René Goscinny	
Poetry recital	Leap Like a Leopard by John Foster											
Maths	Number: Place value			Number: Addition & subtraction				Number: Addition & subtraction			Geometry: Shape	
R.E	Christianity Concept: Kingdom of God What are some of the important events in a Christian's life?							Christianity Concept: Incarnation How does the symbol of light help Christians to understand Christmas, and how do different Nativity scenes around the world show this? Reference: CGWF resource				
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 how	Plants We are learning to observe	Plants We are learning to describe	Plants We are learning to find out how plants need	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 We are learning to	Living things and their habitats We are learning to	Living things and their habitats We are learning how

	and compare different seeds.	bulbs grow	how seeds germinate	how seeds germinate	light 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	identify how living things are suited to their habitats	describe how 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 1 st half of term					
Geography What is the UK like?	Taught in 2 nd 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	Attack Defend Shoot Unit 1 (The PE Hub lesson plans – www.thepehub.co.uk)							Attack Defend Shoot Unit 2 (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- weekly lesson	Taught in 2 nd half of term							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)
Computing Computing systems and networks – IT around us	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.		Taught in 1 st half of term					
Spanish	Phonics	Greetings	Feelings	Numbers – 1 - 12	All about me	Retrieval practice		Colours	Shapes	Shapes and colours	Animals	Christmas	
Music	1.Start with singing: learning through singing games Singing and moving together	Learning about beat	Learning about rhythm	Recognising pitch changes in our singing games	Singing with pitch accuracy	Bringing it together		2.Singing together: how singing helps us work together Singing to achieve a task	Singing to help us work in time together	Call and response singing in songs of the sea	Playing the pulse to keep in time	Rhythm and beat	Creating an ostinato to help us keep in time
Food Tech	Fruity Yoghurt Cups												

Y2 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 The Princess and the White Bear King (Tanya Robyn Batt) -Write a description of a setting -Write a diary entry -Write a diary entry -Write a retelling				Non-Fiction publication Non-chronological report on Remarkable people from the past DK Eyewitness: Victorians -Write and publish non-chronological report		Whole School Project Week	Recounts (relating to real life experiences) -Write a recount	Non-Fiction Non chronological report: Roots, Stems, Leaves and Flowers (Ruth Owen) and The Amazing Life Cycle of Plants (Kay Barnham) -Write a non-chronological report		Narrative Unit Man on the Moon (Simon Bartram) -Write a letter -Write a wanted poster		
Phonics	Little Wandle programme daily (Spelling Units)												
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	Measurement: Money		Number: Multiplication and Division					Number: Multiplication and Division		Measurement: Length and Height		Measurement: Mass, Capacity and Temperature	
R.E	Judaism How are Jewish festivals celebrated and remembered?							Christianity Concept: Salvation How do the symbols of Easter help people to understand the meaning of Easter for Christians? Reference: CGWF resource					
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) - Digital photography workshop https://camdenlearning.org.uk/school-improvement/camden-learning-centre/ Science: Visitor with a young baby (member of staff, parent volunteer etc)					
Science	Uses of Everyday Materials We are learning to identify different materials and what they can be used for	Uses of Everyday Materials We are learning to compare how suitable materials are for	Uses of Everyday Materials We are learning to test the absorbency of different materials and	Uses of Everyday Materials We are learning to test if and how the shapes	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 materials that are suitable for reusing		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.	

		different uses	identify what these materials would be suitable for.	of solid objects can be changed.		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 Nightingale	We are learning to understand that Emmeline 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 1 st half of term				
Geography <i>What are the different environments in the world?</i>	Taught in 2 nd half of term						We are learning to understand what a continent is and locate the 7 continents	We are learning to use an atlas to locate the five oceans	We are learning to understand what the climate and landscape are like at the two poles	We are learning to understand what the climate and landscape is like around the equator	We are learning to write a report comparing different environments in the world
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 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)						Dance Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)				
PSHCE in	Whole School Project Week-Keeping Safe Studies Visitor-The London Fire Brigade										

addition to weekly lesson												
PSHCE- 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 others. (Mental wellbeing)	To learn that feelings change and that not everyone experiences the same feeling in the same situation. (Mental wellbeing)	Learn about 'big' feelings and how to manage them. (Mental wellbeing)		Taught in 1 st half of term				
Computing Programing B – An introduction to quizzes using Scratch Jr	Taught in 2 nd 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	3.Compose and create: recording our musical ideas using a graphic score Describing the timbre of	Choosing appropriate percussive timbres to represent an animal	Reading graphic scores	Combining rhythm and timbre	Graphic score notation	Ensemble performance from a graphic score		4.Music and movement: using symbols to represent pitch Combine 1.High and low notes 2. Notating high and low notes on a	Placing our new higher note on a simplified musical stave	Notating three notes on a simplified musical stave	Placing our new lower note on a simplified musical stave	Notating four notes on a simplified musical stave

	instrument s							simplified musical stave				
Food Tech	Veggie Fajitas											

Y2 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 publication Anthony Browne (Willy the Wimp and Through the Magic Mirror) -Write a retelling -Write a character description -Write a story				SATS assessments Read Roald Dahl's Magic Finger over the next 3 weeks		Whole School Project Week	Narrative - extended stories/ significant authors The Magic Finger (read before unit starts) George's Marvellous Medicine (Roald Dahl) -Write a story -Write instructions -Write a letter			Poetry - Calligrams/ List poems The Works (Paul Cookson) -Write a calligram poem -Write a list poem		
Phonics	Little Wandle programme daily (Spelling Units)												
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	Number: Fractions			Measurement: time				Statistics		Geometry: Position and Direction		Consolidation	
R.E	Islam How do Muslims show commitment to God - Allah?												
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	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 learning to find out how plants need water to grow and stay healthy.	Plants We are learning to describe how plants need water temperature to grow and stay healthy.	Plants We are learning to understand the life cycle of a plant.	
History Significant International	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 of	We are learning to explain the achievements	We are learning to compare the achievements of		Taught in 1 st half of term					

Achievements	of some Significant events in history	s of Martha Ricks	Coleman and Amelia Earhart	Christopher Columbus	of Neil Armstrong	Christopher Columbus and Neil Armstrong.							
Geography <i>What is it like to live in India?</i>	Taught in 2 nd half of term							We are learning to locate geographical features of Asia on a map	We are learning to locate geographical features of India on a map	We are learning to use aerial photographs to recognise features.	We are learning about what life is like in an Indian 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 photographs.	We are learning to modify digital photographs	
DT	Mechanical Systems (Vehicles)												
PE	Send and Return Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)							Run Jump Throw Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)					
PSHCE	Taught in 2 nd 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 secrets (TT)	RHSE KS1, Module 2, Unit 3, Session 3 Physical Contact (TT)	
Computing Creating Media-making music	To explain 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 1 st 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	5.Compose and create: improvising with four notes Performing four note tonesets on pitched percussion	Call and response improvisation within a four note toneset	Learning a four note melody on pitched percussion	Reading and playing using simplified notation	Playing within an ABA musical structure	Performing and improvising within an ABA structure		6.Singing for performance: adding a simple vocal accompaniment Developing pulse and moving in time to the music	Adding body percussion to a song	Building a thicker texture with a chanted ostinato	Building a thicker texture with a sung ostinato	Developing part singing	Performing songs with simple accompaniments
Food Tech	Stuffed potato skins												

Y3 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 publication The Frog Prince Continued (Jon Scieszka) -Write a retelling -Write a diary entry -Write a letter				Narrative Grace and Family (Mary Hoffman and Caroline Birch) -Write an advertisement -Write a letter		Whole School Project Week	Narrative Grace and Family -Write a diary entry	Narrative The Julian Stories (Ann Cameron) Comp -Write a retelling -Write a story		Poetry Hot Like Fire (Valerie Bloom) -Write a description -Write a verse of a poem		
Reading Lesson text	The Frog Prince Continued... By John Scieszka				Grace and Family (Mary Hoffman and Caroline Birch)			The Julian Stories (Ann Cameron)				Hot like fire By Valerie Bloom (Poetry)	
Story Time	The Ice Bear (Jackie Morris) Ariki and the Giant Shark (Nicola Davies) A Dollop of Ghee and a Pot of Wisdom (Chitra Soundar) Ada Twist, Scientist (Andrea Beaty)							My Funny Family (Chris Higgins) Classic Fairy Tales (Berlie Doherty) The Little Black Fish (Samad Behrangi)					
Poetry recital	In a Dark, Dark Wood (traditional –anon)												
Maths	Number: Place value			Number: Addition and Subtraction				Number: Addition and Subtraction		Number: Multiplication and Division			
R.E	Christianity Concept: 8 concepts of the Bible What is the Bible's Big Story?							Christianity Concept: Incarnation; Gospel Who is Jesus? (I am statements)					
Visits / Visitors	Science: Visit to Natural History Museum, 'Dino Scene Investigation' workshop https://www.nhm.ac.uk/events/schools-dino-scene-investigation.html Cromwell Road, London, SW7 5BD History: Visit in school from History Off The Page: 'Early Man' workshop www.historyoffthepage.co.uk OR History: Visit in school from Historic Workshops: 'Stone Age' workshop https://www.historicworkshops.com/stone-age-workshop.html Financial skills for learning: Super Supper Challenge educationteam@hsbc.com							English: Visitor in school - Author visit – Valerie Bloom https://valeriebloom.co.uk/tag/school-visit/ Science: Visitor in school from Francis Crick institute, 'Sounds like fun' workshop https://www.crick.ac.uk/partnerships/education-outreach OR Science: Science Museum – Forces focus Wonder Lab https://www.sciencemuseum.org.uk/groups/wonderlab-school-info					
Science	Rocks We are learning to compare and group rocks based on appearance.	Rocks We are learning to compare and group rocks by physical properties (hardness).	Rocks We are learning to compare and group rocks by physical properties (permeability).	Rocks We are learning to understand how rocks change over time.	Rocks We are learning to describe how fossils are formed.	Rocks We are learning to recognise what soil is made from.		Animals including humans We are learning that animals, including humans, get nutrition from what they eat.	Animals including humans We are learning that animals, including humans, need the right types	Animals including humans We are learning to understand the functions of the skeleton.	Animals including humans We are learning to identify and group animals with and without skeletons.	Animals including humans We are learning to understand the functions of muscles.	

									and amount of nutrition.			
History Stone Age Britain	We are learning to know the time and place of the Stone Age in Britain	We are learning to understand what life was like in the Palaeolithic and Mesolithic periods (hunter gatherers)	We are learning to understand what life was like in the Neolithic period (tools and farming)	We are learning to understand what life was like in the Neolithic period (homes)	We are learning to understand what stone circles, henges and barrows might have been used for	We are learning to explain how life changed from the Old Stone Age to the New Stone Age	Taught in 1 st half of term					
Geography What are landscapes and climates like around the world?	Taught in 2 nd half of term						We are learning to understand what the surface of the Earth's surface is like.	We are learning to understand what the landscape is like in the British Isles	We are learning to understand where we find water on Earth	We are learning to understand how water is recorded on a map	We are learning to understand different climates	We are learning to understand what it is like living in hot and cold places.
Art and design	Drawing (Key Skills and Techniques) We are learning to draw a cartoon strip.	We are learning to create and draw using our imagination.	We are learning to draw our school buildings.	We are learning to design a seat.	We are learning to draw portraits in the style of Arcimboldo.		Painting (Patterns) We are learning to explore making different patterns.	We are learning to explore making different patterns.	We are learning to create art using patterns and dots.	We are learning to contribute to a shared piece of art.		
DT	Mechanical Systems (Moving Monsters)											
PE	Netball (The PE Hub lesson plans – www.thepehub.co.uk)						Dance unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)					
PSHCE in addition to the weekly lesson							Whole School Project Week-Equality Studies Anti-bullying week					
PSHCE weekly lesson	Taught in 2 nd half of term						To understand what food groups make up meals.	To explain how food choices can contribute to tooth	To learn about how feelings and emotions change	Learn about getting help, advice and support	To develop an awareness and definition of bullying	To explore ways of resolving conflict. (Respectful

								(Healthy Meals)	decay. (Healthy Meals)	and what helps people to feel good. (Mental wellbeing)	with feelings and emotions. (Mental wellbeing)	and unkindness. (Mental wellbeing)	relationships)
Computing Computing systems and networks – <i>Connecting computers</i>	To explain how digital devices function	To identify input and output devices	To recognise how digital devices can change the way that we work	To explain how a computer network can be used to share information	To explore how digital devices can be connected	To recognise the physical components of a network		Taught in 1 st half of term					
Spanish	Greeting and phonics	All about me	Colours	Numbers – 1 - 31	Numbers – 1 - 31	Retrieval practice		Days of the Week	Months of the Year	The date	Seasons	Christmas	
Music	1.Start with playing: adding percussive layers to build to texture in our songs Chanting and singing in time	Adding simple instrumental parts to songs and chants	Building texture with a rhythmic ostinato	Playing and singing simultaneously	Rehearsing layers of unpitched accompaniments under a chant	Rehearsing layers of unpitched accompaniments under a song		2.Singing together: how songs are used in communities Singing together to build a community	Songs that bring people together	Singing together bonds us together	Singing together to celebrate	Singing together as a school community	Performing together as a school community
Food Tech	Tabbouleh Salad												

Y3 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 publication Mufaro's Beautiful Daughters (John Steptoe) -Write a character description -Write a diary entry -Write a retelling				Non-fiction Reports about changes from the Stone Age to the Bronze Age (linked to history) -Non-chronological report		Whole School Project Week	Narrative Aesop's Fables -Write a character description -Write a retelling -Write fable.			Narrative creating stories Adventure/mystery stories Superheroes -Write a character description -Write a comic strip		
Reading Lesson text	Mufaro's Beautiful Daughters (John Steptoe)				Stig of the Dump (Clive King)			Stig of the Dump cont.	Aesop's Fables				
Story Time	African Tales (Gcina Mhlophe) Charlotte's Web (E B White)							Arthur and the Golden Rope (Joe Todd-Stanton) How the Stars Came to Be (Poonam Mistry) Lob (Linda Newbery)					
Poetry recital	A Poem to be Spoken Silently by Pie Corbett												
Maths	Number: Multiplication and Division			Measurement: Length and Perimeter				Number: Fractions			Measurement: Mass and Capacity		
R.E	Judaism What does it mean to be Jewish?							Christianity Concept: Salvation Who is the most important person in the Easter story?					
Visits / Visitors	Visit to the British Museum 'Pre history workshop' https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/school-workshop-prehistory OR Self-guided prehistoric Britain tour at the British Museum, using published materials https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/visit-resource-prehistoric-britain RE: Visitor from Judaism for Schools							Computing: Visitor from Camden Learning Centre (CLC), 'Creating media – Stop frame animation' workshop OR Programming B Events and Actions workshop OR Visit to the CLC – Programming Lego WeDo workshop https://camdenlearning.org.uk/school-improvement/camden-learning-centre/ RE: Visit to parish church for Stations of the Cross					
Science	Forces and Magnets We are learning to understand how things move.	Forces and Magnets We are learning to compare how things move on different surfaces. (Part 1)	Forces and Magnets We are learning to compare how things move on different surfaces. (Part 2)	Forces and Magnets We are learning to observe how magnetic force can act at a distance to attract or repel.	Forces and Magnets We are learning to investigate which everyday materials are magnetic.	Forces and Magnets We are learning to understand how two magnets attract or repel each other.		Light We are learning to recognise that we need light to see and that dark is the absence of light.	Light We are learning to understand that light is reflected from surfaces.	Light We are learning to understand how shadows are formed.	Light We are learning to investigate how the size of shadows can change.	Light We are learning how to stay safe in the sun.	

Children's Curriculum							Curriculum Overview						
History The Bronze and Iron Age in Britain	We are learning to know the time and place of the Bronze Age and Iron Age in Britain	We are learning to understand why metal was an improvement on stone for making tools and weapons	We are learning to compare Stone Age and Iron Age homes	We are learning to know who the Celts were and how they lived	We are learning to explain how life changed for people from the Stone age to the Iron Age	We are learning to explain how life changed for people from the Stone age to the Iron Age		Taught in 1 st half of term					
Geography What is it like to live in the countryside?	Taught in 2 nd half of term							We are learning to understand what a village is	We are learning how villages have changed over time	We are learning to understand why and how people use maps	We are learning how to protect wildlife	We are learning about the importance of conservation	
Art and design	Sculpture (Houses) We are learning to investigate houses and their exterior properties.	We are learning to create surface texture on clay.	We are learning to make a clay relief.	We are learning to add details of pattern and texture to clay.	We are learning to add colour to clay.			Printing (Investigating Ways to Print) We are learning to make plaster-cast prints.	We are learning to make folded mono-prints.	We are learning to use the marbling technique on paper.	We are learning to print using a pounce.	We are learning to make prints using a range of objects.	
DT	Electrical Systems (Light up Signs)												
PE	Gymnastics unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)							Football (The PE Hub lesson plans – www.thepehub.co.uk)					Swimming – Intensive daily lessons
PSHCE in addition to weekly lesson								Whole School Project Week- Keeping Safe Studies					
PSHCE	To learn the definition of a vaccination, how the immune	To learn the definition of a drug and that drugs (including	To learn about the effects and risks of smoking tobacco and second-hand	To explore family differences and challenge stereotyping about	To identify the qualities of a good friend (Caring friendships)	To learn and explore what identity is and what makes everyone		Taught in 1 st half of term					

	system functions and how they work to keep us healthy. (Health and Prevention)	medicines) can be harmful to people. (Drugs, alcohol and tobacco)	smoke. (Drugs, alcohol and tobacco)	families. (Families and people who care for me)		unique and special. (Respectful relationships)						
Computing Creating Media – Desktop publishing	Taught in 2 nd half of term							To recognise how text and images convey information	To recognise that text and layout can be edited	To choose appropriate page settings	To add content to a desktop publishing publication	To consider how different layouts can suit different purposes
Spanish	My family	Animals	Our bodies	Clothes	Clothes	Retrieval Practice		The School	Pencil case	Classroom	Living in a city	Easter Celebrations
Music	3.Compose and Create: notating and performing using rhythm grids Rhythm grids as a form of notation	Rhythm and beat on rhythm grids	Rhythm grids and the subdivision of the beat	Decoding more complex rhythm grids	Reading stick notation on rhythm grids	Composing and notating on rhythm grids		4.Playing together: building texture with melody, drone and ostinato Identifying different layers of accompaniment within a piece of music	Drone accompaniments to songs	Layering simple accompaniments to create a thicker texture	Combine: 4.Melodic ostinato accompaniments to songs 5.Playing a melodic ostinato and singing simultaneously	Rehearsing songs with layers of instrumental accompaniments
Food Tech	Tip-top Tuna Tarts											

Y3 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	Non-fiction Ancient Egyptians (linked to history) -Write a non-chronological report -Write a non-chronological report				Author study – recounts The Twits (Roald Dahl) -Write part of a story -Write a formal letter -Write a playscript		Whole School Project Week	Author study cont.	Narrative – recounts publication Diary of a Killer Cat (Anne Fine) -Write a retelling -Write a comic strip -Write a story (and publish)				
Reading Lesson text	Non-fiction texts linked to Ancient Egyptians History unit				The Twits by Roald Dahl			The Twits cont.	Diary of a Killer Cat (Anne Fine)				
Story Time	Ronja the Robber's Daughter (Astrid Lindgren) Leon and the Place Between (Angela McAllister) The Real Boat (Marina Aromshtam)							Bill's New Frock (Anne Fine) The Day You Begin (Jacqueline Woodson)					
Poetry recital	On the Ning Nang Nong by Spike Milligan												
Maths	Number: Fractions		Measurement: Money		Measurement: Time			Measurem ent: Time	Geometry: Shape		Statistics		
R.E	Buddhism What did the Buddha teach his followers about life?							Universal How does following a golden rule make a difference to people's lives?					
Visits / Visitors	History: Visit to the British Museum – Excavation in Egypt workshop https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/school-workshop-excavation-egypt OR Petrie Museum of Egyptian Archaeology https://www.ucl.ac.uk/culture/petrie-museum							RE: Visit to or Visitor from Wintershall: The life of Christ https://www.wintershall.org.uk/event/life-of-christ/					
Science	Plants We are learning to identify different parts of plants (including flowering plants).	Plants We are learning to understand the function of the roots and stem/trunk of a plant.	Plants We are learning to understand the function of the leaves of a plant.	Plants We are learning to investigate what plants need for life and growth. (Part 1)	Plants We are learning to investigate how water is transported within plants.	Plants We are learning to investigate what plants need for life and growth. (Part 2)		Plants We are learning to describe the life cycle of a flowering plant.	Plants We are learning to identify different parts of a flower and describe their function.	Plants We are learning to explain how plants are pollinated.	Plants We are learning to explain how seeds are formed and dispersed.	Plants We are learning to understand how different plants have different requirements to grow.	
History Ancient Civilisations: Egypt	We are learning to know the time and place of the earliest civilisations	We are learning to explain why the River Nile was so important	We are learning to understand the religious beliefs of people in	We are learning to understand how and why the pyramids were built	We are learning to understand how historians use evidence	We are learning to explain some of the greatest achievements of the		Taught in 1 st half of term					

		in Ancient Egypt	Ancient Egypt		make deductions	Ancient Egyptians							
Geography	Taught in 2 nd half of term							We are learning to understand key features of Scotland	We are learning about the capital city of Edinburgh	We are learning about rural life in Scotland	We are learning to find the human and geographical features of South America	We are learning about human and geographical features of Chile	We are learning about the Galapagos Islands
Art and design	Collage and Textiles (Stitching and Animal Collages) We are learning to understand the significance of textiles in other cultures.	We are learning to stitch.		We are learning to make a collage.	We are learning to make collages out of newspaper.			Digital Media (Exploring Digital Images) 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	Structures (Making Mini Greenhouses)												
PE	Athletics (The PE Hub lesson plans – www.thepehub.co.uk) Rounders							Tennis (The PE Hub lesson plans – www.thepehub.co.uk)			Swimming – Intensive daily lessons		
PSHCE	Taught in 2 nd 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)		
Computing	To explore a new programming environment.	To identify that commands, have an outcome.	To explain that a program has a start.	To recognise that a sequence of commands can have an order.	To change the appearance of my project.	To create a project from a task description.		Taught in 1 st half of term					
Spanish	Weather	Weather	Food	Food	Food	Retrieval Practice		Ways of transportation	Ways of transportation	Sports	Feelings	Summer	

Music	5.Compose and Create: major pentatonic melodies Singing major pentatonic folk songs	Singing and identifying the major pentatonic scale	Playing a dotted rhythm major pentatonic melody	Notating a dotted rhythm major pentatonic melody	Improvising a major pentatonic melody	Composing a major pentatonic melody		6.Singing for performance: holding a second part in rounds and partner songs Rounds as a singing structure	Partner songs as a singing structure	Following a conductor when singing rounds	Singing partner songs	Rehearsing rounds and partner songs	Performing rounds and partner songs
Food Tech	Super Veggie Spring Rolls												

Y4 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 publication The Wolves in the Walls (Neil Gaiman) -Write a persuasive letter -Write a diary entry -Write a newspaper report				Non-fiction – Explanations Animals including humans (linked to science) -Write an explanation text		Whole School Project Week	Non-fiction cont. -Write an explanation text	Narrative E.G.Varjak Paw (SF Said) -Description -Informal letter -Retelling (extended)			
Reading Lesson text	The Wolves in the Walls (Neil Gaiman)				Non-fiction – Explanations Animals including humans (linked to science)			E.G.Varjak Paw (SF Said)				
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	Number: Place value				Number: Addition and Subtraction			Number: Addition and Subtraction	Measurement: Area	Number: Multiplication and Division		
R.E	Christianity Concept: People of God How did belief in God affect the actions of people from the Old Testament?							Christianity Concept: Incarnation What kind of peace do Christians believe Jesus brings, and does it matter today?				
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 1 st 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 2 nd 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 weather affects us	We are learning to understand how to record the weather
Art and design	Drawing (Key Skills)	We are learning to draw a	We are learning to sketch an	We are learning to draw	We are learning to			Painting (Landscapes)	We are learning to colour and	We are learning to compose a	We are learning to paint a	We are learning to paint a	

	and Tech- niques) We are learning to draw homes.	pictorial map.	object from the inside to the outside edge.	portraits using our imagination	design an award.			We are learning about landscapes	texture of paint.	range of landscapes.	landscape using water-colours.	landscape inspired by the Fauve artists.	
DT	Electrical Systems (Torches)												
PE	Basketball (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-Equality Studies Anti-bullying Week					
PSHCE weekly lesson	Taught in 2 nd half term							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)
Computing Computing systems and networks- <i>The Internet</i>	To describe how networks connect to other networks	To recognise that the internet provides different services	To outline how websites are stored and accessed	To describe the purpose and features of a website	To recognise that online content belongs to its creator	To evaluate whether online information is likely to be reliable							
Spanish	Greeting and phonics	All about me	Colours	Numbers – 1 - 50	Calendar	Seasons		Time	Time	Animals	Animals	Christmas	
Music	1.Start with playing: adding	Folk songs and the major pentachord	Folk songs and the minor pentachord	Building texture with a melodic ostinato	Building texture with a minor	Layering accompaniments under major		2.Singing together : how	How songs tell stories in theatre	Using opera to tell a story	Building and staging a song to	Ensemble storytelling	Sharing stories through

	layers to major and minor songs Major and minor tonality folk songs				accompaniment	and minor folk songs		stories are shared through song Storytelling through song			tell a story	g through song	performance
Food Tech	Bruschetta												

Y4 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 The Firework-Maker's Daughter – Phillip Pullman -Write a description of a setting -Write retelling -Write a story				Poetry Creating images: The Mousehole Cat by Antonia Barber -Write a poem -Write a poem of comparison		Whole School Project Week	Narrative publication The Iron Man (Ted Hughes) -Write a retelling -Write a diary entry -Write a poem (acrostic) -Write a narrative (prequel)				
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	Number: Multiplication and Division			Measurement: Length and Perimeter	Number: Fractions			Number: Fractions		Number: Decimals		
R.E	Hindu Dharma How do Hindus worship?							Christianity Concept: Salvation Why might sharing Holy Communion help people feel they belong together? Global perspective				
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 WeDo' https://camdenlearning.org.uk/school-improvement/camden-learning-centre/				
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 time and place of Roman Britain	We are learning to understand why the Romans wanted to invade Britain	We are learning to understand the challenges the Roman's faced when invading Britain	We are learning to know what a typical town in Roman Britain was like	We are learning to understand why roads were so important to Roman Britain	We are learning to explain the impact the Romans had on Britain		Taught in 1 st half of term				
Geography What is it like to live in a town?	Taught in 2 nd 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 (Ramayan a 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 and 2 (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-Keeping Safe Studies				
PSHCE weekly lesson	To understand the importance of personal hygiene.	To understand how stereotypes can label people. (Respectful	To understand rights in a friendship. (Respectful relationships)	To understand responsibilities in a friendship. (Respectful relationships)	To understand how images are manipulated online. (Online	To identify and resist pressurising and manipulative behaviour. (Online		Taught in 1 st half of term				

	(Health and prevention)	relationships			relationships	relationships						
Computing Wearable Technology & Micro:bit Data Logging	Taught in 2 nd half of term							Wearable technology & introduction to the micro:bit	Inputs and outputs	Data and sensors	Data investigation	Data investigation
Spanish	My family	Animals	Our bodies	Clothes	Clothes	Retrieval Practice		The School	Around school	School subjects (instructions)	Around the house	Easter Celebrations
Music	3.Compose and Create: improvising within Hindustani classical music Playing taals and speaking bols	Singing and playing raags	Singing and playing a melody in a five note raag	Improvising using a five note raag	Combining taals and raags	Bringing together taal, raag, and drone		4.Playing together: effective rehearsing as part of an ensemble Practising effectively	Practising a rhythmic accompaniment	Practising a melodic accompaniment	Combine: 4.Playing together as an ensemble 5.Rehearsing as an ensemble	Performing and reflecting on the rehearsal journey
Food Tech	Yogurt Fruit Smoothies											

Y4 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 publication Odysseus (Hugh Lupton, Daniel Morden, Christina Balit) -Write a letter -Write a retelling -Write a myth				Poetry A year full of poems (Michael Harrison) -Write a description of a setting -Write a poem		Whole School Project Week	Narrative The Lost Happy Endings (Carol Ann Duffy) -Write a newspaper report -Write a retelling			Non-Fiction – reports and explanation texts Mountains At the Top of the World (Ed Brown and Robin Jacobs)) -Write a non-chronological report.	
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	Number: Decimals		Measurement: Money		Measurement: Time			Geometry: Properties of Shape		Statistics	Geometry: Position and Direction	
R.E	Hindu Dharma What does it mean to be a Hindu?							Universal What inspires people to make the world a more just place?				
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 classificati on 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 environmen tal changes on animals.		Electricity We are learning to identify appliances that run on electricity.	Electricity We are learning to construct and record simple electrical 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 1 st half of term					
Geography 1.What are the geographical features of Germany? 2.What are the geographical features of North America?	Taught in 2 nd half of term							1.We are learning to locate Germany using an atlas	We are learning to understand the importance of the river Rhine	We are learning to understand how land use has changed over time	2.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)							Tennis (The PE Hub lesson plans – www.thepehub.co.uk)					
PE	Athletics (The PE Hub lesson plans – www.thepehub.co.uk) Cricket							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)	
PSHCE	Taught in 2 nd half of term												
Computing	Programmin g A: <i>Repetition in shapes</i>	To identify that accuracy in programmin g 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 1 st 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	5.Compose and Create: composing a major melody on a stave Major tonalities	Major melodies and the major pentachor d	Reading the five note major pentachord scale	Reading and playing major melodies	Composing and notating a major melody	Reading and performing major melodies		6.Singin g for perform ance: discover ing different ways to sing in harmony Preparin g for part work: staying in time and following melodic shape	Preparin g for part work: practisin g songs in rhythm names and solfège	Partner songs and rounds	Rhythmic ostinato and practisin g rounds	Perform a melodic ostinato	Harmony writing and singing in 2 or 3 parts
Food Tech	Cheeky Sandwich												

Y5 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 There's a Boy in the Girl's Bathroom (Louis Sachar) -Write a diary entry -Write a letter of complaint -Write an informal letter				Poetry A Mermaid at Zennor by Charles Causley (in 'I Had a Little Cat' anthology) -Write a retelling -Write part of a narrative poem		Whole School Project Week	Narrative publication Pax (Sara Pennypacker) -Write a retelling -Write an informal letter -Write a narrative.				
Reading Lesson text	There's a Boy in the Girl's Bathroom (Louis Sachar)				I had a Little Cat (Charles Causley)			Pax (Sara Pennypacker)				
Story Time	Tall Story (Candy Gourlay) The Weight of Water (Sarah Crossan)							Faery Tales (Carol Ann Duffy) The Lion, the Witch and the Wardrobe (C S Lewis)				
Poetry recital	A Liking for the Viking by Celia Warren											
Maths	Number: Place value			Number: Addition and Subtraction		Number: Multiplication and Division		Number: Multiplication and Division		Number: Fractions		
R.E	Christianity Concept: Kingdom of God How does prayer and pilgrimage draw Christians closer to God?							Christianity Concept: Incarnation How do art and music convey Christmas? Global perspective				
Visits / Visitors	History: Visitor in school - History Off the page: 'The Vikings' http://www.historyoffthepage.co.uk OR Visitor in school – Historic Workshops: 'The Vikings' https://www.historicworkshops.com/viking-workshop.html Science: Visit to the CRICK Institute, 'chemical changes' workshop https://www.crick.ac.uk/partnerships/education-outreach OR The Science Museum: Flash Bang Wallop Workshop https://www.sciencemuseum.org.uk/groups/flash-bang-wallop-school-info Financial skills for learning: Savvy Shopping educationteam@hsbc.com							Geography: Thames river cruise from Westminster to Greenwich Guided sightseeing tour https://thamesriversightseeing.com/booking-tickets/westminster-to-greenwich-thames-river-sightseeing/ Or https://www.cityexperiences.com/london/city-cruises/river-thames-sightseeing/				
Science	Properties and changes of materials We are learning to compare and group	Properties and changes of materials We are learning to investigate which	Properties and changes of materials We are learning to give reasons,	Properties and changes of materials We are learning to test which materials will	Properties and changes of materials We are learning to investigate variables	Properties and changes of materials We are learning to separate insoluble		Properties and changes of materials We are learning to separate soluble	Properties and changes of materials We are learning to demonstrat	Propertie s and changes of materials We are learning to explain	Properties and changes of materials We are learning to explain that some changes result in new materials	Properties and changes of materials We are learning to

	together everyday materials based on their properties.	materials are thermal conductors.	based on evidence from fair tests, for uses of everyday materials.	dissolve in liquid to form a solution.	that affect the rate of sugar dissolving.	substances from a mixture and demonstrate that <i>mixing</i> is reversible.		substances from a solution and demonstrate that <i>dissolving</i> is reversible.	e that changes of state are reversible changes.	that some changes result in new materials forming and are not usually reversible – <i>burning</i> .	forming and are not usually reversible – <i>mixing</i> .	research how chemists create new materials.	
History The Viking and Anglo Saxon struggle for England	We are learning to know the time and place of the Viking invasion and settlement in Britain	We are learning to understand why the Vikings came to Britain	We are learning to analyse historical sources.	We are learning to explain why Alfred the Great was important for the Anglo-Saxon struggle for Britain	We are learning to explain how the Anglo-Saxons and Vikings struggled for Britain.	We are learning to explain how the Anglo-Saxons and Vikings struggled for Britain.		Taught in 1 st half of term					
Geography 1.How do oceans and rivers shape the land? 2.Why does the climate change around the world?	Taught in 2 nd half of term							1.We are learning to understand the threats to the ocean environment	We are learning to understand that there are 7 seas and how they are useful	We are learning to understand how rivers shape the land.	We are learning how rivers can be controlled	2.We are learning to understand lines of latitude and longitude	We are learning to understand how the climate changes worldwide
Art and design	Drawing (Skills and Techniques) We are learning to draw in 3D.	We are learning to draw house from the past and present.	We are learning to learn techniques for drawing trees.	We are learning to draw a countryside landscape.	We are learning to draw portraits in different styles and compare them.			Painting (Flowers) We are learning to explore the use of flowers in art. We are learning	We are learning to practice painting skills using a variety of tools and techniques .	We are learning to draw and paint from observation	We are learning to paint using our imagination	We are learning to reproduce a well-known painting.	

								petal painting techniques.					
DT	Mechanical Systems (Moving Toys)												
PE	Netball (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-Equality Studies Anti-bullying week Workshop-Modern day slavery Workshop-Anti radicalisation Careers-World of Work- Camden conference					
PSHCE weekly lesson	Taught in 2 nd half term							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)
Computing Creating Media-Vector drawing	To identify that drawing tools can be used to produce different outcomes.	To create a vector drawing by combining shapes.	To use tools to achieve a desired effect.	To recognise that vector drawings, consist of layers.	To group objects to make them easier to work with.	To evaluate my vector drawing.		Taught in 1 st half term					
Spanish	Greeting and phonics	All about me	Colours	Numbers – 1 - 100	Colours and numbers	Retrieval practice		Storytelling	Storytelling	Sports	Hobbies	Shopping	
Music	1.Sing, play, perform: adding tuned accompaniment to part-singing Part singing: rounds and	Two-part singing: rounds and partner songs	Singing and playing simultaneously: three note melodies	Part singing: adding a rhythmic ostinato accompaniment	Layering part-singing: adding a three note melody	Rehearsing and evaluating an ensemble piece with a thick texture		2.Singing together: how songs unite us Singing in unison	Three pitches - do, mi, so	Adding harmony and balancing sound	Vocal improvisation using do, mi, so	Composing together using do, mi, so	Composing a counter melody

	partner songs												
Food Tech	Scones												

Y5 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 Poems The Highway Man (Alfred Noyes) -Write a retelling -non-chronological report (about highwaymen) -Write a verse of a poem				Non-fiction - non-chronological reports publication History of London (linked to history) London Through Time by Richard Platt -Write a non-chronological report		Whole School Project Week	Non-fiction cont. -Write an information leaflet.	Narrative Kensuke's Kingdom (Michael Morpurgo) -Write a diary entry. -playscript -Write an informal letter				
Reading Lesson text	The Highway Man (Alfred Noyes)				History topic books			Kensuke's Kingdom (Michael Morpurgo)					
Story Time	The Sleeping Army (Francesca Simon) High Rise Mystery (Sharna Jackson)							A Wizard of Earthsea (Ursula Le Guin)					
Poetry recital	The Highway Man by Alfred Noyes												
Maths	Number: Multiplication and Division			Number: Fractions		Number: Decimals and Percentage s		Number: Decimals and Percentages		Measurement: Perimeter and Area		Statistics	
R.E	Sikhi How did the first five Sikh Gurus shape Sikhi?							Christianity Concept: Incarnation What might Jesus' miracles show about who he is?					
Visits / Visitors	History: Visit to the Foundling Museum https://foundlingmuseum.org.uk OR Visit to the Charles Dickens Museum – Explorer tour https://dickensmuseum.com/blogs/learning-key-stage-two/dickens-explorers							Computing: Visitor from Camden Learning Centre (CLC), 'Programming A – Selection in physical computing' workshop OR Visit to the Camden Learning Centre (CLC) Robotics Lego EV 3 workshop https://camdenlearning.org.uk/school-improvement/camden-learning-centre/ RE: Visit to Westminster Abbey or St Paul's Cathedral https://www.westminster-abbey.org/learning OR https://www.stpauls.co.uk/resources/primary-schools-brochure RE: Visit to parish church for Stations of the Cross					
Science	Earth and Space We are learning to describe	Earth and Space We are learning to describe the movement of the Earth	Earth and Space We are learning to use a model of the solar	Earth and Space We are learning to explain how the Earth's	Earth and Space We are learning to identify the phases of the moon	Earth and Space We are learning to research scientific theories		Living Things and their habitats We are learning to describe the	Living Things and their habitats We are learning to describe the	Living Things and their habitats We are learning to describe the	Living Things and their habitats We are learning to describe the	Living Things and their habitats We are learning to compare the	

	the shape of the Earth, Sun and Moon.	around the Sun and the Moon around the Earth.	system to describe the movement of planets.	rotation causes day and night.	and explain why these occur.	from the past about the solar system.		life cycle of a mammal.	life cycle of an amphibian and describe differences with life cycles of with other animals.	life cycle of an insect and describe differences with life cycles of other animals.	life cycle of a bird and describe differences with life cycles of other animals.	life cycles of animals in the local environment with other animals around the world.
History Changes to Britain and London during the Industrial Revolution	We are learning to know the time and place of the Georgian and Victorian era	We are to understand the difference between life for the rich and poor in Victorian London	We are learning to understand the impact of the industrial revolution on London	We are learning to understand the working conditions for children in Victorian London	We are learning to understand why people moved from rural areas to cities like London in the Victorian era	We are learning to understand why people moved from rural areas to cities like London in the Victorian era		Taught in 1 st half of term				
Geography What is it like to live in a city?	Taught in 2 nd half of term							We are learning to understand how cities are changing	We are learning to understand how London has grown and changed over time.	We are learning to understand different types of industry	We are learning to understand what causes pollution and investigate clean energy in our area.	We are learning about renewable and non-renewable energy
Art and design	Sculpture (Abstract Sculptures) We are learning to explore abstract art and the work of Kandinsky.	We are learning to make watercolour studies of Kandinsky's work.	We are learning to develop ideas for a sculpture.	We are learning to construct an abstract sculpture.	We are learning to add colour to a sculpture. We are learning to review and evaluate our own and each other's work.			Printing (Exploring Surfaces) We are learning to explore monotype printing	We are learning to explore printing on a range of paper surfaces.	We are learning to make prints using the intaglio method.	We are learning to explore texture in print.	We are learning to bring our printing learning together to make our own original print.
DT	Structures (Making African Instruments)											

PE	Gymnastics Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)							Football (The PE Hub lesson plans – www.thepehub.co.uk)			Swimming – Intensive daily lessons	
PSHCE in addition to weekly lesson								Whole School Project Week- Keeping Safe studies Camden-Crossing the road safely workshops Workshop-Growing Against Violence-Anti-gangs Workshop-Internet safety				
PSHCE	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 1 st half of term				
Computing Computing systems and networks - <i>Understanding Artificial Intelligence</i>	Taught in 2 nd half of term							To understand what artificial intelligence is (and what it isn't!)	To practically engage in machine learning	To understand Generative AI	To learn how to use AI safely and responsibly	To learn how to use AI safely and responsibly
Spanish	Family - Possessive determiners	Pets - Tener (I have)	Our bodies	Clothes	Clothes	Retrieval Practice		School	Classroom (conversation)	Living in a city	Around my home	Easter Celebrations
Music	3.Compose and rehearse: creating and combining minimalist cells The key features of minimalism	Creating and notating a repeating minimalist cell	Adding more minimalist cells to create a thicker texture	Building a minimalist piece	Notating a minimalist piece	Rehearsing , performing and appraising a minimalist performance		4.Playing together: discovering different vocal timbres Introducing beatboxing vocal percussion	Layering beatboxing vocal percussion sounds	Rehearsing a texture of two or more parts	Improvising using beatboxing techniques and vocal sounds inspired by nature	Combine: 5.Improvising a beatboxing film score 6.Evaluating and performing a beatboxing film score

Food Tech	Vegetable Cous Cous		
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Y5 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 Street Child by Berlie Doherty -Write a persuasive letter -Write a diary entry -Write a balanced argument			Non-fiction Publication Newspaper reports linked to Street Child by Berlie Doherty -Write a newspaper report.		Non-fiction Living things Changes in Nature/Illumi nature by Rachel Williams	Whole School Project Week	Non-fiction cont -Write an explanation text.		Poetry Nature: Poems from a Green and Blue Planet edited by Sabrina Mahfouz -Write a descriptive poem -Write haiku poems -Write a rhyming poem			
Reading Lesson text	Street Child by Berlie Doherty			Newspaper reports – Use First News, The Week Junior, Newsround online articles		Changes in Nature/Illumi nature by Rachel Williams		Changes in Nature/Illumi nature by Rachel Williams		Unmentionable by Paul Jennings (short stories)			
Story Time	The Last Wild (Piers Torday) Rooftoppers (Katherine Rundell)							The Unforgotten Coat (Frank Cottrell Boyce) Alice's Adventures in Wonderland (Lewis Carroll)					
Poetry recital	The Listeners by Walter de la Mare												
Maths	Geometry: Shape			Geometry: Position and direction		Number: Decimals		Number: Decimals		Number: Negative Numbers	Measurement: Converting units	Measurement: Volume	
R.E	Sikhi How did the final 5 gurus shape Sikhi							Islam How do Muslims live and embrace their faith in a diverse world?					
Visits / Visitors	Art: Visit to The Victoria and Albert Museum https://www.vam.ac.uk/info/schools OR DT: Visit to the Design Museum - Hands-on design workshop https://designmuseum.org/the-design-museum-campus/schools-and-colleges/hands-on-design-workshops							Science: Visit to Royal Observatory Greenwich, ‘Sun, Earth and Moon’ workshop and ‘Universe on your doorstep’ Planetarium Show https://www.rmg.co.uk/schools-communities/schools/royal-observatory National Maritime Museum, Greenwich, London, SE10 9NF RE: Visitor in school to talk about Islam (staff member or parent volunteer)					
Science	Forces We are learning to explain why unsupported items fall towards Earth.	Forces We are learning to investigate the effects of friction.	Forces We are learning to identify the effects of air resistance. (planning)	Forces We are learning to identify the effects of air resistance. (investigating)	Forces We are learning to identify the effects of water resistance.	Forces We are learning to recognise that levers allow a smaller force to have a greater effect.		Forces We are learning to recognise that pulleys and gears allow a smaller force to have a	Living Things and their Habitats We are learning to describe the life process of reproduction in	Living Things and their Habitats We are learning to grow and make observations of new plants	Animals including Humans We are learning to describe the changes as humans develop to old age.	Animals including Humans We are learning to identify the changes experienced in puberty. (links to RSE)	

							greater effect.	some plants and animals.	from parts of a parent plant.		
History The Mayan Civilisation	We are learning to know the time and place of the Mayan civilisation	We are learning to describe traditional Maya way of life	We are learning to explain Mayan religious beliefs	We are learning to explain what Mayan discoveries tell us about Mayan civilisation	We are learning to explain the collapse of the Maya	We are learning to explain whether the Mayans were an advanced civilisation (comparison with Stone Age Britain)	Taught in 1 st half of term				
Geography What are the key geographical features Kenya and the UK?	Taught in 2 nd half of term						We are learning to describe different landscapes in Africa	We are learning about the landscape in Kenya	We are learning how Kenya is changing	We are learning to locate key features of Wales and England	We are learning to use 6 figure grid references on a map.
Art and design	Collage and Textiles (Working with Wool) We are learning to explore ways to alter cloth.	We are learning to embroider.	We are learning to weave on a twig loom.	We are learning to mark-make with wools.	We are learning to mark-make with wools.		Digital Media (Digital Towns) We are learning to practice and apply digital image-manipulation techniques.	We are learning to use text in Pixlr.	We are learning to create art using printed digital media.	We are learning to edit digital images.	We are learning to consolidate skills and techniques for image editing.
DT	Electrical Systems (Alarms)										
PE	Rounders (The PE Hub lesson plans – www.thepehub.co.uk) Athletics						Tennis (The PE Hub lesson plans – www.thepehub.co.uk)			Swimming – Intensive daily lessons	
PSHCE	Taught in 2 nd half of term						RHSE UKS2, Module 1, Unit 3, Session 1 Body image (TT)	RHSE UKS2, Module 1, Unit 3, Session 3 Emotional	RHSE UKS2, Module 1, Unit 3, Session 4 Seeing stuff	RHSE UKS2, Module 2, Unit 2, Session 1 Under	RHSE UKS2, Module 1, Unit 4, Session 3 Menstruation (TT)

									changes (TT)	online (TT)	pressure (TT)			
Computing Programmin g B- <i>Selection in quizzes</i>	To explain how selection is used in computer programs.	To relate that a conditional statement connects a condition to an outcome.	To explain how selection directs the flow of a program.	To design a program which uses selection.	To create a program which uses selection.	To evaluate my program.		Taught in 1 st half of term						
Spanish	The Weather	Food	Food	Spanish in the World	Spanish speaking countries	Retrieval Practice		Ways of transport	Professions	Routines and Time	Routines and Time	Instruments /Music		
Music	5.Compose and Create: composing a minor melody on a stave 1.Identifying major and minor tonalities	Minor melodies and the minor pentachord	Reading the five note minor pentachord scale	Reading and playing minor melodies	Composing and notating a minor melody	Reading and performing minor melodies		6.Singin g for perform ance: syncopa tion in songs What is syncopati on?	Singing and playing syncopate d rhythms	Layering syncopate d rhythms to accompa ny a song	Syncopate d rhythms in jazz	Creating and rehearsin g a syncopate d performa nce - building a tight ensembl e	Syncopate ion performa nce and reflection	
Food Tech	Falafel Pittas													

Y6 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 publication -Write a description of a setting -Write a diary entry -Write a newspaper article						Whole School Project Week	Biographies Nelson Mandela/Barack Obama -Write a biography		Narrative October, October, - Katya Balen -Write a persuasive letter -Write a balanced argument			
Reading Lesson text	Skellig (David Almond)							Biographies Nelson Mandela/ Barack Obama		October, October, - Katya Balen			
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	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division					Number: Fractions				Measurement: converting units	
R.E	Christianity What might the journey of life and death look like from a Christian perspective?							Christianity Concept: Creation Can science and religion work together? Reference: CGWF resource					
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 PE and PSHE: 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: 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 animals. (vertebrates)	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	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	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.	

							changed over time.		kind but are normally not identical.		
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 the impact of the Blitz on London during World War Two	We are learning to explain the impact of World War Two on daily life in London	We are learning to explain the impact of World War Two on daily life in London	Taught in 1 st half of term				
Geography What are the different climates and biomes around the world?	Taught in 2 nd 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
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)						Dance (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 weekly lesson	To recap how to keep ourselves healthy. (Physical health and fitness)	To explain some of the health benefits of being active. (Physical)	To learn about the risks associated with using different drugs,	To learn what is meant by privilege. (Respectful relationships)	To learn to identify and critically evaluate current hair beauty stereotypes.	To learn about the different sources of health information and how we	Taught in 1 st half of term				

		health and fitness)	including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. (Drugs, alcohol and tobacco)		(Respectful relationships)	make informed decisions. (Health and prevention)							
Computing Programming A – <i>Variables in games</i>	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	To use my design to create a project		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	1.Sing, play, perform: accompanying songs with polyrhythms Syncopation in songs	Syncopated rhythms	Introducing polyrhythm	Layering rhythms	Creating polyrhythms	Polyrhythmic accompaniments		2.Singing together: music that comments on social change Civil rights songs and the power of repetition	Sharing emotion through song	Sharing important issues through music and song	The importance and power of songs from the past	The differences of rap and beat poetry	Singing for the change we want to see in the world
Food Tech	Cheesy leek parcels												

Y6 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 -Write a diary entry. -Write an original narrative. -Write a chronological report -Write an explanation text						Whole School Project Week	Non-fiction Black and British by David Olusoga -Write a non-chronological report -Write a non-chronological report -Write a persuasive letter					Creative Writing Alma (short film) -Write a story that creates suspense
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	Number: Ratio		Number: Algebra		Number: Decimals			Number: Fractions, Decimals, and percentages		Measurement: Perimeter, area and Volume		Statistics	
R.E	Buddhism What does it mean to be a Buddhist?							Christianity Concept: Salvation 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)							RE: Visit to parish church for Stations of the Cross Computing: Visitor from Camden Learning Centre (CLC), ‘Co spaces– 3D creations 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 1 st half of term				
Geography How has land use changed over time?	Taught in 2 nd 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 and 2 (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- Keeping Safe Studies Workshop- Growing against violence -Anti-gang work Workshop-Internet safety				
PSHCE weekly lesson	To learn about mental health; what it means and how we can take care of it. (Mental wellbeing)	To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult	To identify different tactics someone might use to manipulate another person online. (Online	To explain what to do if someone tries to pressure or manipulate them. (Online relationships)	To begin to identify risks and risky behaviour. (Being safe)	To learn the importance of good sleep. (Health and prevention)		Taught in 1 st half of term				

		times. (Mental wellbeing)	relationships)									
Computing Creating Media – Webpage creation	Taught in 2 nd half of term							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 outline the need for a navigation path.	To recognise the implications of linking to content owned by other people
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	3.Compose and rehearse: improvising with the minor pentatonic scale Improvisation and the minor pentatonic scale	Playing the D minor pentatonic scale	Playing a minor pentatonic jazz melody	Improvising a phrase using the D minor pentatonic scale	Improvising longer phrases using the D minor pentatonic scale	Creating and performing an improvised jazz piece		4.Playing together: arranging and rehearsing a fusion performance Fusion and the evolution of musical styles	Fusing and layering rhythmic patterns	Melody in fusion music	Combine: 4.Practising repetitive cells for a fusion performance 5.Fusing together and arranging musical ideas	Performing, listening and responding to each other
Food Tech	Royal Rice											

Y6 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 -Write a diary entry -A verse for a poem				KS2 Tests	Speech writing -Write a speech	Whole School Project Week	Narrative Wonder- R.J. Palacio -Write a non-chronological report -Write a short story				
Reading Lesson text	Narrative poem The Lady of Shalott- Lord, Alfred Tennyson				Narrative 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	Geometry: Properties of Shape			Geometry: position and direction	Consolidation, Investigations and preparations for KS3			Consolidation, Investigations and preparations for KS3				
R.E	Christianity Concept: Incarnation; Kingdom of God How has the Christian message survived for over 2000 years? Reference: CGWF resource							Universal What does it mean to live well together? Reference: CGWF resource				
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				
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 how it works	Electricity We are learning to demonstrate the effects of changing the current flowing through components in a circuit	Electricity We are learning to demonstrate the effects of changing the current flowing through components in a circuit	Electricity We are learning to demonstrate how circuits can be represented in, and constructed from, diagrams
History	We are learning to	We are learning to	We are learning to	We are learning to	We are learning to	We are learning to	Taught in 1 st half of term					

Crime and Punishment	know the time and place of crime and punishment in Britain	understand crime and punishment in Medieval England (1000-1500AD) <i>Middle Ages Witches capital/corporal punishment/humiliation</i>	understand crime and punishment in Early Modern Britain (1500-1600AD) <i>Tudors Religious crime, capital/corporal punishment/humiliation</i>	understand crime and punishment in the Georgian Period (1700-1800AD) <i>The rise of highway robbery and the Bloody Code</i>	understand crime and punishment in the Victorian Era (1800-1900) <i>Sir Robert Peele and the police force and prison reform</i>	explain how punishment of crime in Britain has changed over time (1000AD – 1900AD)						
Geography	Taught in 2 nd 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 Collaborative 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						Tennis (The PE Hub lesson plans – www.thepehub.co.uk) Outdoor and Adventurous Activity (Y6 residential)					
PSHCE in addition to weekly lessons												
PSHCE weekly lesson	Taught in 2 nd half of term						RHSE UKS2, Module 2, Unit 2, Session 2	RHSE UKS2, Module 1, Unit 2, Session 3	RHSE UKS2, Module 1, Unit 4, Session 1	RHSE UKS2, Module 1, Unit 4, Session 2		

GCSE Computing								GCSE English					
								Do you want a piece of cake (TT)	Session 2 Girls' bodies (TT)	Boys' bodies (TT)	Making babies (part 1) (TT)	Making babies (part 2) (TT)	
Computing Data and information - <i>Introduction to spreadsheets</i>	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 1 st 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	5.Compose and Create: creating melodic variations based on a theme Theme and variation as a musical structure	Learning a musical theme	Composing a rhythmic variation to a theme	Composing a melodic variation to a theme	Composing a further variation to a theme	Practising and performing composed variations on a theme		6.Singing for performance: conveying emotion and character through performance Controlling our voice to convey the feeling of a song	Balancing harmony lines in songs	Characterful singing	Articulation and vocal quality when singing	Effective rehearsal for a singing performance	Reflecting on a successful performance
Food Tech	Cheesy courgette muffins												