



BLACKPOOL GATEWAY ACADEMY WHOLE SCHOOL CURRICULUM MAP OVERVIEW 2023-2024

KEY

- AUTUMN TERM - RESPECT/PRIDE
- SPRING TERM - INTEGRITY/ RESILIENCE
- SUMMER TERM - EXCELLENCE /AMBITION
- KNOWLEDGE AND SKILLS

**NURSERY
CURRICULUM MAP OVERVIEW**

EYFS Area of learning	NC Links	AUTUMN		SPRING		SUMMER	
Communication and Language	English	Games, songs and rhymes. Joining in repeated phrases.	Listening to stories. Joining in with story discussions.	Discussions of emotions from characters in books.	Listening to stories. Joining in with story discussions. Asking questions.	Sharing their knowledge of our topic and making links to their own experiences.	Games, songs, rhymes and stories.
Physical Development	PE	Fundamental Movement Skills	Fundamental Movement Skills	Fundamental Movement Skills	Fundamental Movement Skills	Athletics	Balance & Coordination
Personal, Social, Emotional Development	PSHE	BUILDING RELATIONSHIPS SELF REGULATION MANAGING SELF					
		<ul style="list-style-type: none"> play in a group initiate play respond to what others do 	<ul style="list-style-type: none"> demonstrate friendly behaviour, select and use activities and resources with help. enjoy the responsibility of carrying out small tasks. 	<ul style="list-style-type: none"> talk confidently communicate freely show confidence 	<ul style="list-style-type: none"> welcome and value praise be more outgoing be more confident begin to accept the needs of others. 	<ul style="list-style-type: none"> take turns and share resources adapt our behaviour to different events 	<ul style="list-style-type: none"> be aware of our own feelings to tolerate delay when our needs are not immediately met. understand that our wishes may not always be met.
Literacy	Reading	All About Me -Head, shoulder, knees and toes. A variety of Nursery rhymes.	Nursery rhymes - twinkle twinkle little star, It's raining it's pouring. Goldilocks	Season - Winter The Three Little Pigs	The Water Princess Spring - Poem	The Very Hungry Caterpillar Life Cycles The Tiny Seed	Season - Summer The Seaside
	Writing	Mark making using different materials.	Mark making for a purpose- ie write a shopping list.	Letter formation linked to RWI. Initial sounds. Name writing.	Letter formation linked to RWI. Initial sounds. Name writing.	Letter formation linked to RWI. Initial sounds and hearing sounds in CVC words. Name writing.	Letter formation linked to RWI. Letter formation linked to RWI. Initial sounds and hearing sounds in CVC words. Name writing.
Maths		Reciting Number names Language of more and less	Sequencing number names correctly. Subitising.	Subitising numbers 1-3 Linking numerals and amounts	Understanding last number reached is the total	Reciting numbers past 5	Linking numerals and amounts Mark making amounts
UNDERSTANDING THE WORLD	Science	Seasonal Changes	Seasonal Changes -materials.	Ice and changes	Seasonal Changes	Life cycles Planting Animals	Seasonal Changes Light, Forces & Sound
	History	Discuss who they are and who they live with. Make connections between the features of their family and other families.	Begin to make sense of their own life-story and can talk about some members of their family.	Can talk about some members of their family. Sequence family members by size and name (baby, child, adult)		To develop positive attitudes about the differences between people.	Commenting on pictures of experiences in their own life e.g 'this was me at the farm'.
	RE	Talking about what is important. Talking about right and wrong.					

		Exploring different religious beliefs/stories and festivals. Christmas Diwali Chinese New Year					
	Geography	Use all their senses in hands-on exploration of natural materials	Begin to understand the need to respect and care for the natural environment and all living things	Know that there are different countries in the world.	Discuss routes and locations, using words like 'in front of' and 'behind'	Talk about the differences they have experienced or seen in photos	Understand position through words alone. For example, "The bag is under the table," – with no pointing.
Expressive Arts and Designs	Art	Settling in - Mark making and exploring paint. Exploring colours Colours and Pattern Exploring the creative area in CP.					
	DT	Junk modelling in CP Food Tasting - CNY, Diwali, Pancake Day. Making lanterns for CNY.					
ENRICHMENT		COMMANDO JOE'S					

**RECEPTION
CURRICULUM MAP OVERVIEW**

EYFS Area of learning	NC Links	AUTUMN		SPRING		SUMMER	
Communication and Language	English	Games, songs and rhymes. Listening to stories. Joining in with story discussions.	Listening to stories. Joining in with story discussions. Expressing own ideas.	Using talk to express themselves.	Listening to stories. Joining in with story discussions. Asking questions.	Sharing their knowledge of our topic and making links to their own experiences.	Listen attentively and respond to what they hear with relevant questions and explain why things might happen
Physical Development	PE	Fundamental Movement Skills	Fundamental Movement Skills	Balance & Coordination	Dance	Athletics	Ball Skills
Personal, Social, Emotional Development	PSHE	BUILDING RELATIONSHIPS		SELF-REGULATION		MANAGING SELF	
Personal, Social, Emotional Development	PSHE	<ul style="list-style-type: none"> show sensitivity form positive relationships talk about feelings. give explanations be confident to speak take steps to resolve conflicts play cooperatively and take turns begin to be able to negotiate and solve problems 	<ul style="list-style-type: none"> be confident say when we do or don't need help. initiate conversations, show sensitivity to others' needs form positive relationships describe ourselves in positive terms work as part of a group 	<ul style="list-style-type: none"> take account of one another's ideas talk about our ideas. be confident to speak in a familiar group ask appropriate questions of others. talk about our own and others' behaviour and its consequences. 	<ul style="list-style-type: none"> describe ourselves in positive terms and talk about our abilities. explain our own knowledge and understanding. say when we do and don't need help. 	<ul style="list-style-type: none"> ask appropriate questions choose resources talk about how we and others show feelings. 	<ul style="list-style-type: none"> explain our own knowledge and understanding. form positive relationships play cooperatively, taking turns with others. talk about our own and others' behaviour be confident to speak to others begin to be able to negotiate and solve problems
Literacy	Reading	All About Me Owl Babies Season - Autumn	The Snail and the Whale Goldilocks	Season - Winter The Three Little Pigs	The Water Princess Spring - Poem	The Very Hungry Caterpillar Life Cycles/ Fact Files The Tiny Seed	Season - Summer The Seaside - Historic past focus
	Writing	Letter formation linked to RWI. Mark making. Name writing. Understanding that print carries meaning.	Letter formation linked to RWI and initial sounds.. Name writing. Segmenting and Blending CVC words.	Letter formation linked to RWI. CVC words. Writing linked to T4W story.	Letter formation linked to RWI. Writing simple phrases/sentences.	Letter formation linked to RWI. Simple sentences using capital letters, finger spaces and full stops.	Letter formation linked to RWI. Independently writing simple sentences that can be read by themselves and others.
Maths		Settling in Number	Shape and Pattern Number Time Mass/capacity/temp	Length and Height Number Shape and Pattern	Time Number Shape and Pattern Length and Height	Shape and Pattern Time Number Mass/capacity and Temp	Number Shape and Pattern Mass/Capacity and Temp Time
UNDERSTANDING THE WORLD	Science	Seasonal changes Senses	Seasonal Changes Materials	Seasonal changes Contrasting environments/habitats	Seasonal changes Changing states of matter	Life cycles Planting Habitats Animals	Seasonal Changes Classification
	History	Draws on own life story and significant people - Family Celebrations	Local environment Drawing information from a map Celebrations	Geography Unit	Geography Unit	Compare and contrast characters from stories, sharing similarities and differences Using books and stories to explain some similarities and differences between life in this country and life in other countries.	Comparisons in the past and now. Drawing on their own experiences
	RE	What makes people special Religious Festivals	Christianity - What is Christmas?	Cultural Festivals	Christianity - What is Easter?	Making comparisons between religious festivals.	Christianity - Special Places.

	Geography	Seasonal changes	Seasons Local environment Orientering	Seasonal Changes	Contrasting environments	Blackpool/Seaside	
Expressive Arts and Designs	Art	All about me - Self Portraits	Winter - Patterns and Colour	DT unit - Textures/Materials	Spring - Observational drawings and paintings.	Jackson Pollock - Drip painting and exploring textures.	Van Gogh - Sunflowers.
	DT	Junk modelling in CP. Food tasting	Baking	Food tasting Making Diva Lamps Making Snowflakes	Cooking	Art Unit	Making bird feeders.
ENRICHMENT		COMMANDO JOE'S					

YEAR 1
CURRICULUM MAP OVERVIEW

SUBJECT	AUTUMN		SPRING		SUMMER	
QUALITY TEXTS (Cross Curricular)	Three Billy Goats Gruff Autumn Poetry Bog Baby	Owl Babies The Jolly Christmas Postman	Goldilocks and the Three Bears	The tiger who came to tea Where the wild things are	Albert and the lion The Disgusting Sandwich	The Naughty Bus Beegu
ENGLISH	Three Billy Goats Gruff - Non Chronological report - Captions Poem about Autumn	Owl Babies - Narrative Letter to Father Christmas	Chinese New year Narrative - Goldilocks and the three bears	The tiger who came to tea- Narrative Diary - Where the wild things are Blackpool Today -Newspaper Article	The Disgusting Sandwich - Narrative Performance Poetry - Albert and the lion	Wanted Poster - The Naughty bus Beegu - Narrative
MATHS	Place Value Addition and subtraction	Place Value Addition and subtraction Multiplication Geometry Measurement	Place Value Money Mass and capacity Time	Place Value Fractions Addition and subtraction Geometry	Addition and subtraction Multiplication and division Time Money	Multiplication and division, Mass and capacity Place Value Statistics
SCIENCE	ANIMALS INCLUDING HUMANS Text – Bog Baby by Jeanne Willis		MATERIALS AND THEIR PROPERTIES Text – Beegu by Alex Deacon		PLANTS Text - The Growing Story by Ruth Krauss	
	SEASONAL CHANGES Text - Four Seasons of the Forest					
	<ul style="list-style-type: none"> → I am learning to talk about what I can see, touch, hear and feel. → I am learning some simple scientific words about science. → I am learning to perform a simple test with guidance. → I am learning to use simple equipment to help me make observations. → I am learning to verbally explain what I have done or found out. 			<ul style="list-style-type: none"> → I am learning to organise things into groups and explain why. → I am learning to give simple reasons for my answers. → I am learning to show my work with pictures, labels and captions, tables and tally charts. → I am learning to recall and record basic patterns that I can see in my results and findings. 		
HISTORY/ GEOGRAPHY	TOYS FROM THE PAST (Autumn 1) How have toys changed over time?	SEASONS (Autumn 2) What can you tell me about countries near the equator?	THE MONARCHY (Spring 1) What can we learn from the famous Kings and Queens of our country?	BLACKPOOL TODAY (Spring 2) What kind of town do we live in?	CHILDREN IN THE PAST (Summer 1) How have children's lives changed over the years?	AROUND THE UK (Summer 2) What is special about the United Kingdom?
ART/ DESIGN TECHNOLOGY	PORTRAITS - Artist- Leonardo Davinci	HEALTHY SNACKS - Fruit salad/Fruit kebabs	COLOUR MIXING Artist- Mondrian	TOYS - Making a pop up Toys	POINTILLISM- Artist- George Seurat	VEHICLES - Making a moving vehicle

	PAINTING and SKETCHING	Design: Developing Planning and Communicating Ideas.	PAINTING, COLOUR and TONE	Evaluating Processes and Products	SKETCHING	Evaluating Processes and Products
COMPUTING	Online Safety & Exploring Purple Mash and Maze Explorers	Coding	Grouping and Sorting, and Pictograms	Spreadsheets and Lego Builders	Animated Story Books	Technology outside school
	DIGITAL CITIZENSHIP - ONLINE SAFETY Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		DIGITAL LITERACY Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	COMPUTER SCIENCE Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs.		INFORMATION TECHNOLOGY Recognise common uses of information technology beyond school.
RELIGIOUS EDUCATION	How did the world begin? Christian, Jewish, Hindu (plus option to include locally represented worldview)	What do some people believe God looks like? Christian, Hindu, Muslim	What is God's job? Jewish, Zoroastrianist, Muslim, Hindu, Christian	Why should we care for the world? Jewish, Muslim, Hindu, Jain, Humanist	How do we know that new babies are special? Muslim, Hindu, Humanist (plus option to include locally represented worldview)	Why should we care for others? Christian, Jewish, Muslim, Bahá'í (plus option to include locally represented worldview)
PSHE	<p>In PSHE we teach three strands of Personal, Social and Health Education which are carefully planned in a cyclical approach to build on knowledge and skill learned in previous years.</p> <ul style="list-style-type: none"> • HEALTH AND WELLBEING <ul style="list-style-type: none"> • RELATIONSHIPS • LIVING IN THE WIDER WORLD <p>This includes the RSE curriculum which is taught a appropriate to their age and stage</p>					
PHYSICAL EDUCATION	Fundamental Movement Skills	Dance	Invasion Games	Gymnastics	Athletics	Net & Wall
MUSIC	Peripatetic Music- Boom Whackers- Followed by Class performance		Hey You!	In the Groove	Journeys	Your Imagination
	EXPLORING AND COMPOSING		DESCRIBING	TRANSCRIBING	SINGING, PLAYING AND PERFORMING	
ENRICHMENT	<p>Commando Joes NSPCC work Class Performances Sports Day French Day House fundraising events and Charity work Curriculum Trips</p>					

**YEAR 2
CURRICULUM MAP OVERVIEW**

SUBJECT	AUTUMN		SPRING		SUMMER	
QUALITY TEXTS (Cross Curricular)	The Skin I'm in Vlad and the Great Fire of London	Elves and the shoemaker Lost and Found	Little People - Big Dreams - Explorers The Owl who was afraid of the Dark	Jack and the Beanstalk I really wonder what plant I'm growing - Lauren Child	Billy's Bucket	Poem about Towers <i>Wild - Emily Hughes</i>
ENGLISH	Instructions for Salt Dough Samuel Pepys Diary GFOL - Shape Poetry	Lost and found - Narrative Elves and the Shoemaker - Letter	Non Chronological Report - Nocturnal Animals The owl who was afraid of the dark - Narrative	Persuasive Piece- Advert/Wanted Poster Jack and the Beanstalk - Letter from Jack	Billy's Bucket- Narrative Recount linked to the school trip.	Instructions - Planting Poem about Towers
MATHS	Place value Addition and subtraction Multiplication and division	Addition and subtraction/multiplication and division/geometry	Fractions Mass and capacity Time	Statistics Money Length Place value	Addition and subtraction Multiplication and division Statistics Geometry	Money Time Geometry Capacity
SCIENCE	ANIMALS INCLUDING HUMANS <i>Text – Little Evie in the Wild Wood by Jackie Morris</i>		MATERIALS AND THEIR PROPERTIES	PLANTS <i>Text - I Really Wonder What Plant I'm Growing by Lauren Child</i>	PLANTS CONTINUED	LIVING THINGS AND THEIR HABITATS <i>Text – Wild by Emily Hughes</i>
	<ul style="list-style-type: none"> → I am learning to use some scientific words to describe what I have seen and measured. → I am learning to use my senses to answer questions about science. → I am learning to carry out a simple fair test. → I am learning to use simple equipment and standard units to help me make observations. → I am learning to say whether things happened as they expected and why. 			<ul style="list-style-type: none"> → I am learning to identify, group and classify different things and explain why. → I am learning to answer scientific questions with reasons for my answers. → I am learning to use text, diagrams, pictures, charts and tables to record my observations. → I am learning how to find simple patterns in my findings and results and explain them verbally and in writing (associations). 		
HISTORY/ GEOGRAPHY	THE GREAT FIRE OF LONDON (Autumn 1) How did the Great fire of London Change things?	CONTINENTS AND OCEANS (Autumn 2) Where are we in the world?	FAMOUS EXPLORERS (Spring 1) What can we learn from the Famous explorers- Neil Armstrong and Christopher Columbus?	AROUND THE WORLD (Spring 2) How is Africa different from the United Kingdom?	BLACKPOOL IN THE PAST (Summer 1) How has Blackpool Seaside changed since the 1900s? Text – The Skin I'm In by Pat Thomas	HOT AND COLD PLACES (Summer 2) How are animals adapted to live in a hot country?
ART/DESIGN TECHNOLOGY	COLOURS Artist - Steven Brown	TEXTILES Puppets	CLAY Artist -Clarice Cliff	MECHANISMS Moving pictures	SHAPE AND PATTERN Artist - Robert Delauney	STRUCTURES Towers
	PAINTING, COLOUR and SKETCHING	Design: Developing Planning and Communicating Ideas.	SCULPTURE	Design: Developing Planning and Communicating Ideas.	PAINTING, COLOUR and PATTERN	Design: Developing Planning and Communicating Ideas.

COMPUTING	Online Safety & Making Music	Coding	Spreadsheets	Questioning	Presenting Ideas Creating Pictures	Effective Searching
	DIGITAL CITIZENSHIP - ONLINE SAFETY Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		DIGITAL LITERACY Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	COMPUTER SCIENCE Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.		INFORMATION TECHNOLOGY Recognise common uses of information technology beyond school.
RELIGIOUS EDUCATION	Why do we need to give thanks? Hindu, Christian, Humanist	What do candles mean to people? Christian, Hindu, Jewish (plus option to include locally represented worldview)	How do we know some people have a special connection to God? Sikh, Muslim, Christian, Jewish, Hindu	What is a prophet? Christian, Muslim, Jewish, Sikh	How do some people talk to God? Muslim, Jewish, Hindu	Where do some people talk to God? Hindu, Alevi, Muslim, Sikh (plus option to include locally represented worldview)
PSHE	<p>In PSHE we teach three strands of Personal, Social and Health Education which are carefully planned in a cyclical approach to build on knowledge and skill learned in previous years.</p> <ul style="list-style-type: none"> • HEALTH AND WELLBEING • RELATIONSHIPS • LIVING IN THE WIDER WORLD <p>This includes the RSE curriculum which is taught a appropriate to their age and stage</p>					
PHYSICAL EDUCATION	Gymnastics	Dance	Invasion Games	Net & Wall	Athletics	Striking & Fielding (Y1 ladder)
MUSIC	Peripatetic Music - Ocarinas -Followed by Class performance		I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay
	EXPLORING AND COMPOSING			DESCRIBING	TRANSCRIBING	SINGING, PLAYING AND PERFORMING
ENRICHMENT	<p>Commando Joes NSPCC work Class Performances Sports Day French Day House fundraising events and Charity work Curriculum Trips</p>					

YEAR 3
CURRICULUM MAP OVERVIEW

SUBJECT	AUTUMN		SPRING		SUMMER	
QUALITY TEXTS (Cross Curricular)	The papaya that spoke Kennings Poem Stig of the Dump	Stig of the Dump	Greek Myths - Trojan Horse	The Twits	Terrible Tudors King Henry 8th shoes Karen Wallace	The street beneath my feet The Cave
ENGLISH	The Papaya that spoke - Narrative Kennings poem - Stone age	How to make a sandwich - instructions Stig of the Dump Narrative	How to guide...- instructions Persuade Pandora's not to open the box- Persuasion	Letter to Mrs and Mrs Twit Diary as Mr/ Mrs Twit	Performance Poem about Six wives Non Chron Report on Tudors	Narrative - The Cave A postcard from Rio
MATHS	Place Value Addition & Subtraction Length, height, perimeter and area.	Addition & Subtraction, Multiplication and Division, Length height perimeter and area.	Fractions, Statistics, Time, Measure, Capacity and temperature	Geometry, Multiplication and Division, Fractions	Money, Time, Statistics, Measure capacity and temperature	Addition & Subtraction, , Fractions, Money, Time Geometry
SCIENCE	ANIMALS INCLUDING HUMANS Text - <i>Handas Surprise</i> by Eileen Brown	FORCES AND MAGNETS Text - <i>The Iron Man</i> by Ted Hughes	LIGHT Text – <i>Orion and the Dark Shadows</i> by Emma Yarlett	PLANTS Text- <i>The Night Gardener</i> by The Fan Brothers	PLANTS Text- <i>The Night Gardener</i> by The Fan Brothers	ROCKS Text – <i>The Street Beneath My Feet</i> by Charlotte Guillan
	<ul style="list-style-type: none"> → I am learning to make and record a simple prediction before testing. → I am learning to suggest different ideas about how to find something out. → I am learning to plan and set up a fair test and explain why it was fair. → I am learning to measure using different equipment and units of measurement. 			<ul style="list-style-type: none"> → I am learning to record my observations in different basic ways. (labelled diagrams, charts etc) → I am learning to describe what I have found using simple scientific language. → I am learning to explain what I have found out and use my measurements to say whether it helps to answer my question. → I am learning to use my findings to draw a simple conclusion. 		
HISTORY/ GEOGRAPHY	STONE AGE TO THE IRON AGE (Autumn 1) What can we learn from the Early Settlers of Britain?	CLIMATE ZONES (Autumn 2) How is the weather different across the world?	ANCIENT GREECE (Spring 1) Who were the Ancient Greeks and what can we learn from them?	NORTH AMERICA (Spring 2) Which different landscapes make up America?	THE TUDORS (Summer 1) Who were The Tudors and what can we learn from them?	RIO AND SOUTH EAST BRAZIL (Summer 2) What are the similarities and differences between Brazil and the UK?
ART/DESIGN TECHNOLOGY	CREATING MOODS WITH COLOUR Artist- <i>Matisse</i>	HEALTHY SNACKS Sandwiches	VAN GOGH - Plants	PNEUMATICS Moving Dragons	WATERCOLOURS AND BACKGROUNDS Artist - <i>Paul Klee</i>	STRUCTURES Computing program
	COLOUR and PAINTING	Design: Developing Planning and Communicating Ideas.	COLOUR, SKETCHING and PAINTING	Evaluating Processes and Products	PAINTING	Evaluating Processes and Products

COMPUTING	Online Safety and Spreadsheets	Coding	Branching Databases and Graphing	Simulations	Touch Typing and Email	Using Microsoft Powerpoint
	DIGITAL CITIZENSHIP - ONLINE SAFETY Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		DIGITAL LITERACY Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	COMPUTER SCIENCE Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	INFORMATION TECHNOLOGY Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	
RELIGIOUS EDUCATION	What makes us human? Hindu, Christian, Buddhist, Humanist	Where do our morals come from? Christian/Jewish, Buddhist, Muslim, Hindu, Humanist	Is scripture central to religion? Jewish, Muslim, Christian, (plus option to include locally represented worldview)	What happens if we do wrong? Hindu, Muslim, Humanist, Christian	Why is water symbolic? Christian, Sikh, Muslim, Shinto (plus option to include locally represented worldview)	Why is fire used ceremonially? Hindu/Sikh, Zoroastrianist (plus option to include locally represented worldview)
PSHE	In PSHE we teach three strands of Personal, Social and Health Education which are carefully planned in a cyclical approach to build on knowledge and skill learned in previous years. <ul style="list-style-type: none"> • HEALTH AND WELLBEING • RELATIONSHIPS • LIVING IN THE WIDER WORLD This includes the RSE curriculum which is taught a appropriate to their age and stage					
PHYSICAL EDUCATION	Dance Fundamental Movement Skills	Gymnastics (1) Fundamental Movement Skills	Invasion Games (1) Net & Wall	Gymnastics (2) Striking & Fielding (Y2 ladder)	Athletics Invasion Games (2)	Outdoor Adventurous Activities Striking & Fielding (Y3 ladder)
MFL -FRENCH	Getting to know you	All about me	At home	Pets	At school	Food, glorious food
MUSIC	Peripatetic Music - Recorders - Followed by Class Performance					
ENRICHMENT	Commando Joes NSPCC work Class Performances Sports Day French Day House fundraising events and charity work Curriculum Trips					

YEAR 4
CURRICULUM MAP OVERVIEW

SUBJECT	AUTUMN		SPRING		SUMMER	
QUALITY TEXTS (Cross Curricular)	Butterfly Lion	Drop: An Adventure through the Water Cycle- Emily Kate Moon	Who let the Gods Out?	Before I met Dudley	Charlie and The chocolate Factory Zelda Claw	There's an Rang tang in my bedroom The Incredible Book Eating Boy
ENGLISH	Diary Entry - Butterfly Lion Explanation text - living things and their habitats.	Non chronological report -Rivers Explanation Text - Water Cycle	Roman Soldier Letter home Romans Poem	Narrative - How to Catch a Dragon... Poem about Carnival	Zelda Claw - Innovation 1066 Battle of Hastings- Newspaper Report	Palm Oil Persuasive Text. Narrative - The Incredible book eating boy
MATHS	Place value, Addition and Subtraction, Fractions, Decimals, Percentages and Ratio	Multiplication and Division , Length, height, perimeter and area, Time	Multiplication and Division, Geometry, Fractions, Decimals, percentages Ratio	Place value. Addition and Subtraction, Multiplication and Division, Length, Height, Perimeter and Area	Statistics, Measure, Capacity and Temperature, Money, Multiplication and Division	Multiplication and Division, Geometry Time, Length, Height, Perimeter and area
SCIENCE	LIVING THINGS AND THEIR HABITATS - GROUPING AND CLASSIFYING		STATES OF MATTER	SOUND	ELECTRICITY	LIVING THINGS AND THEIR HABITATS - HABITATS
	<ul style="list-style-type: none"> → I am learning to ask questions to help me find something out. → I am learning how to make a good prediction using basic reasons. → I am learning to set up a simple fair test to make comparisons. → I am learning to take measurements using different equipment and units of measure and record what they have found in a range of ways. 			<ul style="list-style-type: none"> → I am learning to record my observations and findings into bar charts, diagrams, classification keys and tables with increased precision. → I am learning to identify differences, similarities or changes related to simple scientific ideas or processes. → I am learning to find patterns in my evidence or measurements. → I am learning to use my findings and results to write a conclusion. 		
HISTORY/ GEOGRAPHY	THE INDUS VALLEY (Autumn 1) What can we learn from the Indus Valley civilization and how they developed the world we know today?	Rivers (Autumn 2) What are the advantages and disadvantages of living near a river?	THE ROMANS (Spring 1) Who were the Romans and what did they do for Britain? Text – Escape from Pompeii by Christina Balit	South America - Amazon Basin (Spring 2) How does the Amazon Basin contribute to life on Earth?	THE NORMANS (Summer 1) What do you know about the Normans and the battles that they overcame?	Rainforests (Summer 2) What can you discover about the layers of a rainforest?
ART DESIGN TECHNOLOGY	Portraits - Pablo Picasso	TEXTILES Sewing Christmas Decorations	Mosaic - Ceramic Tiles	MECHANISMS Moving Story Book	3D Textiles - Lindsay Taylor	ELECTRICAL Lighting

	SKETCHING, DRAWING and SCULPTURE	Design: Developing Planning and Communicating Ideas.	DRAWING, DESIGNING and CREATING	Evaluating Processes and Products	DRAWING, DESIGNING and CREATING	Evaluating Processes and Products
COMPUTING	Online Safety and Logo	Coding	Spreadsheets	Writing for different audiences and Animations	Effective Searching and Hardware Investigators	Making Music
	DIGITAL CITIZENSHIP - ONLINE SAFETY Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		DIGITAL LITERACY Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.		COMPUTER SCIENCE Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	
RELIGIOUS EDUCATION	Are all religions equal? Bahá'í, Sikh, Hindu	What makes some texts sacred? Sikh, Hindu, Buddhist (plus option to include locally represented worldview)	Just how important are our beliefs? Sikh, Muslim, Jewish, Hindu, Christian	Who was Jesus? Christian, Jewish, Muslim	Why is the Bible the best-selling book of all time? Christian	Does the language of scripture matter? Christian, Muslim, Jewish
PSHE	In PSHE we teach three strands of Personal, Social and Health Education which are carefully planned in a cyclical approach to build on knowledge and skill learned in previous years. <ul style="list-style-type: none"> • HEALTH AND WELLBEING • RELATIONSHIPS • LIVING IN THE WIDER WORLD This includes the RSE curriculum which is taught a appropriate to their age and stage					
PHYSICAL EDUCATION	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
MFL -FRENCH	Where are you going?	People and places	Festivals 1	Festivals 2	Daily life	In the town
MUSIC	Peripatetic Music -Ukulele-- Followed by Class performance		Three Little Birds Reggae	The Dragon Song Music from around the world	Bringing Us Together Disco	Reflect, Rewind and Replay Western Classical
	LISTEN AND APPRAISE		COMPOSITION	IMPROVISATION	PERFORMANCE	
ENRICHMENT	Commando Joes NSPCC work Class Performances Sports Day French Day House fundraising events and charity work Curriculum Trips					

**YEAR 5
CURRICULUM MAP OVERVIEW**

SUBJECT	AUTUMN		SPRING		SUMMER	
QUALITY TEXTS (Cross Curricular)	Awful Egyptians	Kensuke's Kingdom	Kensuke's Kingdom	Beowulf	Holes	The Mediterranean - Armin Greder
ENGLISH	Instructions - Embalming Process King Tut Newspaper Report	Non Chronological Report- Mountains Mountains Poem	Letter from/to the Captain Diary from the perspective of Michael/ Kensuke	Discursive Text - Beowulf- Was he brave or was he foolish? Narrative- Alien Landing	Should Animals be kept in a zoo? - Discursive Test Letter From Inmate at Camp Green Lake	The Mediterranean - Poem Non Chronological Report- Volcanoes
MATHS	Place Values Addition and Subtraction, Statistics	Multiplication and Division, Length, height, perimeter and area, Mass, Capacity and Temperature	Fractions, decimals percentages Ratio, Time, Geometry.	Multiplication and Division, Fractions, Decimals, Percentages and ratio, place value	Fractions, Decimals, Percentages Ratio, Money, Multiplication and Division	Geometry, Mass, Capacity and Temperature
SCIENCE	PROPERTIES AND CHANGES OF MATERIALS		FORCES	EARTH AND SPACE	LIVING THINGS AND THEIR HABITATS	ANIMALS INCLUDING HUMANS
	<ul style="list-style-type: none"> → I am learning to plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary. → I am learning to make a prediction with reasons. → I am learning to set up comparative and fair tests. → I am learning to take measurements using a range of scientific equipment with increased accuracy and precision. → I am learning to record my data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs. 			<ul style="list-style-type: none"> → I am learning to identify differences, similarities or changes related to scientific ideas or processes. → I am learning to present a report of my findings through writing, display and presentation including identifying patterns. → I am learning to present a report of my findings through writing, display and presentation. → I am learning to take repeat readings when appropriate. 		
HISTORY/ GEOGRAPHY	ANCIENT EGYPT (Autumn 1) Who were the Ancient Egyptians and what can we learn from them? Text – Awful Egyptians - Class Read	Mountains (Autumn 2) What geographical features make a mountain?	THE ANGLO SAXONS (Spring 1) Who were the Anglo Saxons and why were they so powerful? Text – Beowulf by Michael Morpurgo	Europe (Spring 2) Which country would you like to visit in Europe and why?	CRIME AND PUNISHMENT (Summer 1) How has crime and punishment changed over time? Text - Holes - Louis Sachar	Volcanos (Summer 2) What do you think life would be like living near a volcano?
ART/ DESIGN TECHNOLOGY	BANKSY Street Art and Graffiti	AUTOMATA Toys usings cams	CLAY Anthony Gormley	WOODWORK Birdhouses	Textiles - Weaving and adding layers.	COOKING Mexican dishes

	SKETCHING, DRAWING and PAINTING	Design: Developing Planning and Communicating Ideas.	SCULPTURE	Evaluating Processes and Products	TEXTILES and DESIGNING	Evaluating Processes and Products
COMPUTING	Online Safety and Databases	Coding	Spreadsheets	3D Modelling	Game Creator and Concept Maps	Using Microsoft Word
	DIGITAL CITIZENSHIP - ONLINE SAFETY Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		DIGITAL LITERACY Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	COMPUTER SCIENCE Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		INFORMATION TECHNOLOGY Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
RELIGIOUS EDUCATION	Why do people have to stand up for what they believe in? Christian Muslim, Sikh	Why doesn't Christianity always look the same? Christian	What happens when we die? (Part 1) Jewish, Christian, Muslim Humanist	What happens when we die? (Part 2) Hindu, Buddhist (plus option to include locally represented worldview)	Who should get to be in charge? Muslim, Sikh	Why are some places in the world significant to believers? Christian, Jewish, Buddhist
PSHE	In PSHE we teach three strands of Personal, Social and Health Education which are carefully planned in a cyclical approach to build on knowledge and skill learned in previous years. <ul style="list-style-type: none"> • HEALTH AND WELLBEING • RELATIONSHIPS • LIVING IN THE WIDER WORLD This includes the RSE curriculum which is taught a appropriate to their age and stage					
PHYSICAL EDUCATION	Gymnastics (Y4 ladder) Invasion Games (Y4 ladder)	Dance (Y4 ladder) Net & Wall (Y4 ladder)	Invasion Games (Y5 ladder) Net & Wall (Y5 ladder)	Gymnastics (Y5 ladder) Striking & Fielding (Y4 ladder)	Athletics (Y4 ladder) Outdoor Adventurous Activities (Y4 ladder)	Striking & Fielding (Y5 ladder) Outdoor Adventurous Activities (Y5 ladder)
MFL -FRENCH	Where are you going?	People and places	Festivals 1	Festivals 2	Daily life	In the town
MUSIC	Ancient Egypt	Livin' On a Prayer	Peripatetic Music - Glockenspiels- Followed by Class performance		Make You Feel My Love	The Fresh Prince of Bel-Air
	DESCRIBING	TRANSCRIBING	EXPLORING AND COMPOSING		SINGING, PLAYING AND PERFORMING	
ENRICHMENT	Commando Joes NSPCC work Class Performances Sports Day French Day House fundraising events and charity work Bikeability Curriculum Trips					

**YEAR 6
CURRICULUM MAP OVERVIEW**

SUBJECT	AUTUMN		SPRING		SUMMER	
QUALITY TEXTS (Cross Curricular)	Pig Heart Boy - Malorie Blackman		The Saga of Erik the Viking- Terry Jones	Cicada - Sean Tan Friend or Foe- Michael Morpurgo	Carrie's War -Nina Bawden	The Island - Armin Greder
ENGLISH	The Nightmare Man - Narrative Poem about Mayans	Non Chronological Report - Earthquakes	Explanations Test - How did the Vikings raid Anglo Saxon Settlements Narrative - Clock close	Poem - Cicada Non Chronological Report - The UK	Discussion Test - Should children have been evacuated in WWII Letter home from a WWII soldier.	Persuasive letter from 'The Man' Narrative - Write a children's legend about 'The Man'
MATHS	Place value, Addition and subtraction, Multiplication and division Time	Fractions, Decimals, Percentages and Ratio, Mass, Capacity and Temperature, Fractions, Decimals, Percentages and Ratio, Geometry	Addition and Subtraction, Multiplication and Division, Fractions, Decimals, Percentages and Ratio	Geometry, Length, height, perimeter and area, Money, Mass, Capacity, Volume and Temperature	Statistics, Addition and Subtraction, Multiplication and Division, Algebra SATS week	Transition work
SCIENCE	ANIMALS INCLUDING HUMANS	ELECTRICITY	LIVING THINGS AND THEIR HABITATS	LIGHT	EVOLUTION AND INHERITANCE	
	<ul style="list-style-type: none"> → I am learning to explore different ways to test an idea, choose the best way, and give reasons. → I am learning to make a prediction with scientific reasons. → I am learning to plan and carry out an investigation by controlling variables fairly and accurately. → I am learning to decide which units of measurement I need to use with good accuracy and precision. → I am learning to record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs. 			<ul style="list-style-type: none"> → I am learning to find a pattern from my data and explain what it shows. → I am learning to explain a scientific idea and what evidence supports it. → I am learning to present a report of my findings through writing, display and presentation and to link what I have found out to other science. → I am learning to decide whether or not to take repeat readings and give reasons why. 		

HISTORY/ GEOGRAPHY	MAYANS (Autumn 1) Who were the Mayans and what were their major achievements?	Earthquakes (Autumn 2) What are the causes and effects of Earthquakes?	VIKINGS (Spring 1) When did the vikings invade Britain and what made them so powerful? Text – The Saga of Eric the Viking by Terry Jones	United Kingdom (Spring 2) How are the four countries that make up the U.K. unique?	WW2 (Summer 1) How did WW2 impact the world that we know today? Text - My Secret War Diary, by Flossie Albright. By Marcia Williams	MAPPING (Summer 2) Explain how a compass helps us navigate?
ART/ DESIGN TECHNOLOGY	MONET Impressionism	TEXTILES Sewing a phone case	ANDY WARHOL and ROY LICHTENSTEIN Pop Art	ELECTRICAL Buzzer games	WIRE SCULPTURES	STRUCTURES Anderson Shelter
	SKETCHING, DRAWING and PAINTING	Design: Developing Planning and Communicating Ideas.	PRODUCING ART ELECTRONICALLY	Evaluating Processes and Products	SCULPTURE	Evaluating Processes and Products
COMPUTING	Online Safety and Blogging	Coding	Spreadsheets	Text Adventures	Networks and Quizzing	Understanding Binary
	DIGITAL CITIZENSHIP - ONLINE SAFETY Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		DIGITAL LITERACY Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	COMPUTER SCIENCE Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		INFORMATION TECHNOLOGY Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
RELIGIOUS EDUCATION	Why does religion look different around the world? (Part 1) Jewish, Muslim, Christian (plus option to include locally represented worldview)	Why does religion look different around the world? (Part 2) Hindu, Sikh, Buddhist, Jain (plus option to include locally represented worldview)	Why is it better to be there in person? Muslim, Jewish, Christian, Humanist (plus option to include locally represented worldview)	Why is there suffering? (Part 1) Jewish, Christian, Zoroastrianist	Why is there suffering? (Part 2) Shinto, Buddhist, Sikh Humanist (plus option to include locally represented worldview)	What place does religion have in our world today? Interfaith Student choice
PSHE	<p>In PSHE we teach three strands of Personal, Social and Health Education which are carefully planned in a cyclical approach to build on knowledge and skill learned in previous years.</p> <ul style="list-style-type: none"> • HEALTH AND WELLBEING • RELATIONSHIPS • LIVING IN THE WIDER WORLD <p>This includes the RSE curriculum which is taught a appropriate to their age and stage</p>					
PHYSICAL EDUCATION	Gymnastics (1) Invasion Games (1)	Dance (Y5 ladder) Striking & Fielding (1)	Invasion Games (2) Net & Wall	Dance (Y6 ladder) Athletics (Y5 ladder)	Athletics (Y6 ladder) Striking & Fielding (2)	Outdoor Adventurous Activities Gymnastics (2)

MFL -FRENCH	Where are you going?	People and places	Festivals 1	Festivals 2	Daily life	In the town
MUSIC	Happy	A New Year Carol	You've Got a Friend		Peripatetic Music / Composition - instruments of choice including singing and performance.	
	DESCRIBING	TRANSCRIBING	SINGING, PLAYING AND PERFORMING		EXPLORING AND COMPOSING	
ENRICHMENT	<p> Commando Joes NSPCC work Class Performances Sports Day French Day House fundraising events and charity work Bikeability Curriculum Trips </p>					