



# Coupe Green Primary School

## Oak Class

### Curriculum Map



| Subjects         | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1                              | Summer 2  |
|------------------|---|---|---|---|---------------------------------------|---|
| <b>English</b>   | - Stories with a familiar setting<br>- Poems on a theme | - Story (repetition)<br>- Traditional rhyme and learning off by heart | - Diary Writing<br>- Non-fiction booklet  | - Stories with a fantasy setting<br>- Recounts                    | - Traditional Tales<br>- Instructions | - Stories on a theme<br>- Non-chronological reports                                 |
| <b>Science</b>   | How does the weather change throughout the year?        | What are the different human body parts and what are senses?          |   | What different materials can be used to create different objects? | Are all trees and plants the same?    | What are the different types of animals that live in our world?                     |
| <b>History</b>   |   | How are my toys different to the toys my grandparents played with?    | What is it about 17 <sup>th</sup> century London that might have helped cause the Great Fire of London? | How did Rosa Parks and Emily Davison change the world?            |                                       |   |
| <b>Geography</b> | How do seasons affect our weather?                      | How is the Arctic different to the U.K?                               | How can maps help us learn about our local area: Hoghton?   |   |                                       | How is living in a hot climate different to the UK?<br>Africa: The Congo Rainforest |
| <b>Art</b>       | Sculpture   |   | - Using different media<br>- Primary / secondary colours  |   | Sketching:<br>Vincent Van Gough       |   |

|                                |  |   |  |   |   |   |
|--------------------------------|--|---|--|---|---|---|
| <b>Computing</b>               | <b>Basic Skills</b>  |   | <b>Online Safety</b>   | <b>Programming:<br/>Beebots</b>                                       |   | <b>Multimedia</b>   |
| <b>Design<br/>Technology</b>   |  |   |  | <b>Structures:<br/>Model Robots</b>                                   | <b>Healthy Food:<br/>Fruit Salad</b>                        |   |
| <b>Music</b>                   |  | <b>Singing and<br/>performance (nativity)</b>                         | <b>Songs and Chants</b>  |   |   | <b>Listening and<br/>responding /<br/>Un-tuned<br/>instruments.</b>                         |
| <b>PSHE</b>                    | <b>Online Safety</b>   | <b>Family and<br/>Relationships</b>                                   | <b>Health and Wellbeing</b>  | <b>Citizenship</b>  | <b>Economic Wellbeing</b>                                   | <b>Safety and the<br/>Changing Body</b>   |
| <b>Physical<br/>Education</b>  | <b>Fundamental<br/>Movement Skills</b>   | <b>Gymnastics</b>   | <b>Dance</b>   | <b>Games</b>  | <b>Games</b>  | <b>Athletics</b>  |
|                                |  | <b>Fundamental Movement Skills</b>                                    |  |   |   |   |
| <b>Religious<br/>Education</b> | <b>Christianity (God)</b><br>Why do Christians say<br>that God is the<br>'Father'? | <b>Christianity (Jesus)</b><br>Why is Jesus special to<br>Christians? | <b>Islam</b><br>How might beliefs<br>about creation affect<br>the way people treat<br>the world? | <b>Judaism</b><br>Why might some<br>people put their trust<br>in God? | <b>Hindu Dharma</b><br>What do Hindus<br>believe about God? | <b>Christianity (Church)</b><br>How might some<br>people show that they<br>'belong' to God? |