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**CURRICULUM MAP**

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|  | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| English Reading, Writing and SPAG teaching  | Read Write Inc.**See EYFS Curriculum** | Read Write Inc. | **See National Curriculum Programme of Study.** |
| **See National Curriculum Programme of Study.** |
| Texts to support the English Curriculum or the love of reading  | The little red hen, The Train Ride, Owl Babies, Blue Penguin, Giraffes Can’t Dance, Supertato. Three Little Pigs, Little Red Riding Hood, Goldilocks, Jack and the Beanstalk, A Great Big Cuddle, Stanley’s Stick, On a Pirate Ship, Six Dinner Sid, The Very Hungry Caterpillar, Mr Grumpy’s Outing, Where The Wild Things Are, One Snowy Night | -One Day in the Savannah -Beegu -The Lonely Beast -The Sky Garden | -Please Mrs Butler-Dog In The Playground-The Dark-The Robot and the Bluebird-The Snail and the Whale-The bee who spoke-Traction Man-The girl who never made mistakes-Commotion in the Ocean-The Paper Bag Princess-Giraffes Can’t Dance-The Day the Crayons Quit | -After the fall -Pebble in my pocket -Moon Man -Tin Forest -Iron Man -African tale -Gregory Cool    | -Twas the night before Christmas -Leon and the place between -Arthur and the Golden Rope -Varjak Paw -The Lion, The Witch and The Wardrobe -Escape from Pompeii -Beowulf  | -Snake’s Pyjamas - Streetchild -Alex Rider - Codebreaker -Cosmic -Sputnik’s Guide to Life on Earth  | -War Poetry -The Land of Never Believe-The Nowhere Emporium-Boy in Striped Pyjamas-Can you see me?   |
| Maths | **See Early Years Foundation Stage Curriculum** | **See National Curriculum Programme of Study.** |
| Science | * Animals including humans ***(name, describe and compare)***
* Floating/sinking
* Magnetic/non magnetic
* Seasonal changes ***(observe and describe)***
* Everyday materials ***(identify, name and describe)***
 | * Animals including humans ***(identify, name, describe and compare)***
* Everyday materials ***(identify, name and describe)***
* Animals including humans ***(my body)***
* Plants ***(identify, name and describe basic structures)***
* Seasonal changes ***(observe and describe)***
 | * Living things and their habitats ***(Identifying and describing features)*** Plants

***(observe and describe changes)**** Uses of everyday materials ***(identify and compare suitability of materials/ investigate changes)***
* Animals including humans

***(offspring, identifying basic needs/keeping healthy)*** * Plants ***(what plants need to survive)***
 | * Animals including humans ***(nutrition, skeletons and muscles)***
* Rocks ***(compare and group rocks, fossils and soils)***
* Forces and Magnets ***(group magnetic and non- magnetic materials)***
* Plants ***(identify and describe functions/requirements of a plant)***
* Light ***(reflection, and shadows)***
 | * Living things and their habitats ***(Classifying according to observable characteristics)***
* States of matter ***(changes in state/water*** Electricity ***(constructing a simple circuit, conductors and insulators)cycle)***
* Animals including humans

***(digestive system, teeth and food chains)**** Sound ***(how sound is made, pitch and volume)***
 | * Living things and their habitats ***(Animal and plants Life cycles)***
* Properties and changes of materials ***(reversible / irreversible changes)***
* Forces (***air and water resistance. Gravity and friction)***Animals including humans (***life cycles)***
* Animals including humans ***(change and reproduction)***
* Earth and Space **(*movement of Earth, Sun and Moon*)**
 | * Living things and their habitats ***(Classifying according to scientific criteria)***
* Evolution and Inheritance
* Light ***(How light helps us to see)***
* Animals including humans ***(Circulatory system)***
* Electricity ***(Variation in circuits - eg how to strengthen the brightness of a bulb etc and using recognised symbols)***
 |
| History | * Holidays in the past
* Remembrance
* Florence Nightingale
* The Queen
 | * Toys and Pastimes
* Transport Innovations
 | * Great Fire of London
* Explorers
 | * Stone Age to Iron Age
* Ancient Egyptians
 | * Roman Empire
* Invaders and Settlers (Anglo Saxons and Vikings)
 | * Industrial Revolution and Victorians
* Ancient Greeks
 | * Mayan Civilisation
* World War II
 |
| Significant Manchester person in History |  | * Sir John Alcock
* Robert Stephenson
 |  |  |  | * Richard Arkwright
* Henry Hunt
* LS Lowry
 | * Alan Turing
* Emeline Pankhurst
 |
| Geography | * Their address, Hyde and England
* Greater Manchester
* Great Britain
* China (New Year)
 | * The UK
* City, Country and Coast comparison
 | * The World
* Manchester and Nairobi comparison
 | * Climate Zones and Biomes
* North and South America
 | * Europe
* Australia
 | * Water of the World
* Brazil
 | * The Hidden World
* Disasters
 |
| ECO / My Place and Part in the World | * Waste
* Recycling
* Litter
 | * My Healthy Body
 | * Water
 | * Transport
 | * Biodiversity
 | * Energy
 | * Global Citizenship
* Careers
 |
| R.E – Key Questions  | * Christmas story
* Diwali
* Chinese New Year
* Easter
* Where do people go to worship?
 | * Who is Christian and what do they believe?
* How and why do we celebrate special and sacred times in Christianity?
* What makes some places sacred to Christians?
* How should we care for others and the world?
* What does it mean to belong to a faith community?
 | * Who Is a Muslim and what do they believe?
* Who is Jewish and what do they believe?
* How and why do we celebrate special and sacred times in Judaism and Islam?
* How should we care for others and the world?
* What can we learn from sacred books?
 | * What do different people believe about God?
* Why is the Bible important to Christians today?
* What does it mean to be a Christian in Britain today?
* Why are festivals important to religious communities? (Muslim, Christian and Jewish)
* Why do people pray?
 | * Why is Jesus inspiring to some people?
* Why are festivals important to religious communities? (Hindu)
* Why do some people think that life is a journey? What significant experiences mark this?
* What does it mean to be a Hindu in Britain today?
* What can we learn from religions about deciding what is right and wrong?
 | * Why do some people think God exists?
* What do religions say to us when life gets hard?
* What does it mean to be a Muslim in UK?
* If God is everywhere why a place of worship?
* What would Jesus do?
 | * What do religions tell us when life gets hard?
* Is it better to express your religion in arts and architecture or in charity and generosity?
* What matters most to Christians and humanists?
* What difference does it make to believe in Ahimsa, Grace and Ummah?
 |
| Art | * **See Early Years Foundation Stage Curriculum**

Van Gogh ‘Sunflowers’ (recreate using paper coils for sunflower centres.) | Art * Koinobari Kites liked to toys and pastimes in History.
* Using colour to represent the seasons.
* Drawing pictures of themselves holding umbrellas with wax crayons and a watercolour background- allow the rain to wet the watercolour paint.
* Artist study – Vincent Van Gogh and his transport painting.
 | Art * Creating African masks linked to The World topic in Geography.
* Great Fire of London- paint the background showing the fire and then use black card to cut out the shapes of the buildings.
* Moonlanding –paint pictures of the moon using paint that has been mixed with sand/plaster to create texture.
* Artist study – Esther Mahlangu- recreate art on card/paper in her style.
 | Art* Stone Age / Iron Age- paint background using their chosen medium and then cut out silhouette of Stonehenge.
* Create cave paintings.
* Tobago- Artist study – Cynthia Mclean- Create their own piece of art in her style.
* Ancient Egypt- Photograph of chd’s face in profile to draw on own headdress and accessories.
* Make their own scarab beetles using modelling clay.
 | Art* Roman Empire- make their own Roman horse paper Mache relief panels and Phalerae
* Anglo Saxons- Artwork study – The Bayeux Tapestry- recreate their own section.
* Vikings- make their own Viking long boat using knowledge of coiling to create shields along the sides.
* Sketching (Varjak Paw in the style of Dave Mckean).

  | Art* Waters of the World- Hokusai wave- Try out different art mediums
* Industrial Revolution- Artist study – L S Lowry- Chose a scene of modern day Manchester and create their own painting in the style of Lowry
* Brazil- create their own carnival masks
* Ancient Greece- make their own Greek pots out of clay.
 | Art * Artist study – Henry Moore- Sketch in pencil in his style, then use white card/charcoal, black card/chalk. Then create sculptures using modelling clay.
* Linked to Land of Neverbelieve- Complete half drawings where half of a picture is given. Create their own plant/creature from the book.
* Create a section of map of Neverbelieve, which is then put together to create one piece of art.
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| DT | * Design and create a Diwali lamp
 | * Food Technology
* Models-model with a moving part
 | * Food Technology
* Textiles- printing and joining (linked to explorers topic)
 | * Food technology
* Models- including simple mechanisms (linked to Egyptians topic)
 | * Food technology
* Textiles – design and create a carrying tool (linked to Invaders and Settlers topic)
 | * Food Technology
* Models- including more complex mechanisms (linked to Brazil topic)
 | * Food technology
* Textiles – designing and creating a shoe for an explorer (linked to hidden world topic)
 |
| Music | * **See Early Years Foundation Stage Curriculum**
* Enjoy different types of music from different times
* Camille Saint Saens (Carnival of the animals)
 | * Music skills from the skills and knowledge progressions
* Music through the decades 1950s-2000
* Vivaldi – Four Seasons
* Alan Silvestri – composer of score for Polar Express
 | * Music skills from the skills and knowledge progressions
* African Culture – drumming
* Claude Debussy
* Ladysmith Black Mambazo
* Papa Wemba
 | * The Music Service- Tuned and Untuned instruments (Ukulele and Samba Drums)
 | * Music skills from the skills and knowledge progressions.
* 18th – 19th Century Traditional folk songs e.g. ‘The Birch Tree’ Beginning of romantic era
* Samba – Carnival music (Rio – Brazil)
* Gustav Holt – Planets – Science Earth and Space link
 | * Music skills from the skills and knowledge progressions (inspired by the weather in The Land of Neverbelieve)
* Big Band changes during war times and USA influences
* Glenn Miller and Benny Goodman
* Vera Lynn
* John William – ‘the greatest composer of all time?’
 |
| * Range of music styles in USA – specifically country and western
* How does this differ to South America’s cultural music?
 | * Eurovision Song Contest- Cultural differences and similarities
* European classical composers
* Beethoven and Evelyn Glennie
 |
| ICT | * Using a range of age appropriate technology
* Using the internet at an age appropriate level
* Creating and publishing
* Coding Curriculum
* E-Safety

See skills and knowledge progressions for objectives covered |
| PE | * Multi sports – progressive skill development with generic games built in to develop the foundations of sporting skills
 | * Multi sports – progressive skill development with generic games built in
* Dance
* Gymnastics
 | KS2* Sports - progressive skills in the following: Rugby, Hockey, Basketball, Volleyball, Cricket, Athletics, Tennis.
* Dance – a range of styles and with increasing complexity
* Gymnastics –progressive skills in floor work and apparatus
* Swimming – Year 3 and 4 (5 catch ups only)
 |