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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. | |
| 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) | | | | |