GCA Primary Academy

Whole School Curriculum Map- whole school connectivity

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 11B411 | **Colour Run- Make or Break a Reach 2 record**  **All school**  Values/ goals for the year. | **10 good Deeds**- **All school**  Foodbank, carol singing, sharing work with old peoples’ home, Jackmans Estate  Letchworth Heritage etc Random acts of kindness, make decorations, xmas cards  Community links- sing at Aldi/Lidl | RSPB Birdwatch  **Wildlife Warriors** **Reception, Year 1**, **Year 2,** Create seed balls  Sign up for RSPB Garden watch | **Seed to Supper**- planting  **Reception and Year 5** last 2 weeks before Easter- Country Trust calendar  **Culture Vulture**- St Francis **Year 3,4,5**  **Crossing a border**-**Year 6** | **Hiking Heroes- year 4**  **Create something amazing- Year 5**  Abstract sculpture Richard | **Seeds to Supper-** **Year 5 or all school speak to Lisa- pizzas.**  **Sleeping Under the Stars- Year 3**  **Shake it up Shakespeare – Year 6**  **(outdoor)**  **Culture Vulture- see Shakespeare or workshop** |
| Nursery | **Marvellous Me**   |  | | --- | | Children will learn about who they are, what they look like. They will learn about their own family and where they live.  As children learn new routines and rules they will learn how to recognise their own feelings and how to respond approapriately to different emotions. |   This prepares them for the topic All about me in Reception where they will learn about themselves and their bodies, they will continue to understand that they are an individual and what makes them special. (This is universally similar deliberately as children may enter Reception having not attended our Nursery) | **Colours and Celebrations**   |  | | --- | | Children will learn and celebrate their own individuality before starting to understand others. This topic focusses on noticing similarities and celebrating difference. (People, countries and communities). |   This prepares children for the topic Through my eyes in Reception where they will deepen their knowledge and understanding of different cultures. as. | **Everyday Superheroes**  Children will learn about their actions and their consequences they will learn about choices. They will spend a lot of time learning about how to keep safe and healthy. Through learning to keep safe and healthy children will learn about their first experience of ‘real life’ superheroes.    This topic prepares children for learning about everyday superheroes in Reception where they will look at the role of a “Doctor” or “Vet”. | **On the move**   |  | | --- | | Children will learn about physical journeys that they have made/will make.  Focusing again very much on their own first-hand experiences of travelling. The topic is specifically designed to look at journeys, and different ways children may have travelled drawing on their own cultural capital and then it looks at travel to other countries and finishes with journeys to space. |   In Reception children will learn about different modes of transport | **The Great Outdoors**  **Listening, Attention and Understanding**  Children will understand ‘who’ questions.  **Speaking**  Children will know and retell the story ‘The Enormous Turnip’.  Children will know and use vocabulary linked to their theme ‘The Great Outdoors’ including seeds, beans, fruit, vegetables.  In Reception children will learn about growing and life cycles. | **Animal Adventures**  **Listening, Attention and Understanding**  Children will understand ‘where’ questions.  **Speaking**  Children will know and retell the story ‘We’re Going on a Bear Hunt’.  Children will know and use vocabulary linked to their theme ‘Animal Adventure ’ including wild, pet, habitat, wildlife. |
| Reception | **All about me**  **The children can…**  Compare and contrast characters from stories, including figures from the past.  Recognise and continue developing positive attitudes about the differences between people.  Draw information from, follow and draw simple maps (my walk to school and the school site).  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Draw on previous knowledge to identify environments that are different to the one in which they live.  Recall and describe the effect of changing seasons on the natural world around them.  To describe a simple journey and the things they see on the way, to use/follow a simple map.  Identify and talk about features in the locality such as the castle (include some work on knights and princesses).  Children use their knowledge of careers to talk about those they are interested in.  Talk about their different senses and identify which ones are being used for different purposes.  Children demonstrate understand of portraits and use observation to add detail. | **Through my eyes**  **The children can…**  Compare and contrast characters from stories, including figures from the past.  Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Develop positive attitudes towards differences between people.  Draw information from, follow and draw simple maps (map the walk and what they see on the way).  Describe what they see, hear and feel whilst outside.  Listen carefully and express feelings and responses to music.  Recognise why some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Recall and describe the effect of changing seasons on the natural world around them.  Begin to observe, explore and describe changing states of matter (water freezing overnight) | **Everyday Heroes**  **The children can…**  Talk about the lives of the people around them and their roles in society.  Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.  Describe what they see, hear and feel whilst outside.  Name a range of different materials.  Recall and describe the effect of changing seasons on the natural world around them.  Begin to observe, explore and describe changing States of matter (water freezing overnight) | **We’re on the move**  **The children can…**  Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.  Identify the difference between land and sea and that leaving the UK may require other modes of transport due to it being an island.  Identify different map types. Draw information, follow and draw simple maps. (Road map)  Identify food that does not grow in this country and explain how other foods reach us. (Journey of food from growing to supermarkets to dinner table).  Recognise the past through different settings, characters and events encountered in books read in class and storytelling.(Vehicles)  Recognise some similarities and differences between life in this country and life in other countries.  Recognise some environments that are different to the one in which they live.  Recall and describe the effect of changing seasons on the natural world around them.  Reason and justify choices for transport to different locations. | **Down at the bottom of the garden**  **The children can…**  Explore the natural world around them.  Discuss how we care for the natural world around us.  Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.  Describe what they see, hear and feel whilst outside.  Name some foods which grow below the ground and some above the ground.  Identify food that does not grow in this country e.g some food needs hot weather (alternative climate) whereas others need lots of rain.  Name parts of a plant (see vocab list)  Recognise some environments that are different to the one in which they live.  Recall and describe the effect of changing seasons on the natural world around them.  Observe and describe the changes that they see. (Linked to us changing overtime)  Compare and describe the same food when cooked in different ways (Potatoes).  Through observation, begin to observe, explore and describe changing States of matter (adding water to mud) | **Under the sea**  **The children can…**  Comment on images of familiar situations in the past. (Beach)  Draw information, follow and draw simple maps. (Treasure and UK- sea/land and school site – year 1)  Explore the natural world around them.  Discuss how we care for the natural world around us. Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.  Name different species/creatures that live under the sea.  Identify the different ocean zones and talk about what could live there.  Recall and demonstrate water and sun safety.  Recognise some environments that are different to the one in which they live.  Recall and describe the effect of changing seasons on the natural world around them.  Recognise the past through different settings, characters and events encountered in books read in class and storytelling.(Beach)  Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (Pirates)  Begin to observe, explore and describe changing States of matter (ice/ice cream to liquid) |
| Year 1 | **Science** –Seasonal changes  **Art** –Self Portraits  **DT** – not taught  **History** – It’s all about me  **Geography** – not taught  **RE** – Christianity and Humanism: The Creation Story  **PSHE** – Staying safe, road safety  **PE** – Fundamentals and Team Building  **Music** – My Musical Heartbeat  **Computing** – Keyboard and mouse skills | **Science** – Building with materials  **Art** – not taught this half term  **DT** – Under my umbrella  **History** – not taught  **Geography** – Home Sweet Home  **RE** – Christianity: The Christmas Story  **PSHE** – Staying Healthy, washing hands  **PE** – Fitness and Yoga  **Music** – Dance, Sing and Play  **Computing –** Digital Art/ Design/ Dance Mat | **Science –** Everyday materials  **Art** – Colour Mixing and Painting  **DT** – not taught  **History** – Nurturing Nurses  **Geography** – not taught  **RE** – Christianity: Jesus as a friend  **PSHE**– Relationship-friendship  **PE** – Gymnastics and Dance  **Music** – Exploring Sounds  **Computing** – Text and Images/ Dance Mat | **Science** – Plants  **Art** – Not taught this half term  **DT** – Bridges (structures)  **History** – not taught  **Geography** – London’s Calling  **RE** – Christianity: Easter – Palm Sunday  **PSHE** – Feelings and emotions: jealousy  **PE** – Ball skills and Sending and Receiving  **Music** – Learning to Listen  **Computing**- Comic creation/ Music creation/ Dance Mat | **Science** – Animals including humans – our bodies  **Art** – Manipulative Magic sculpture  **DT** - not taught  **History** - Reach for the Skies  **Geography** – not taught  **RE** – Judaism: Rosh Hashana/ Yol Kippa  **PSHE** – Being responsible: water spillage  **PE** –Invasion Games and Net and Wall Games  **Music** – having fun with improvisation  **Computing** - Introduce Programming | **Science** –Animals including Humans- animals  **Art** – Not taught this half term  **DT** – Super smoothies  **History** – not taught  **Geography** – Whirling Weather  **RE** – Judaism: Rosh Hashana/ Yol Kippa  **PSHE** – Our world- growing in our world  **PE** – Striking and Fielding Games and Athletics  **Music** – Lets perform together  **Computing** - E- safety/ Internet research (GCA to write) |
| Year 2 | **Science** – Living things and their habitats  **Art** – not taught  **DT** – Terrific Towers  **History** - Local Study  **Geography** – not taught  **RE** – Christianity: What did Jesus teach?  **PSHE** – Staying safe-tying shoelaces  **PE** –Fundamentals and Team building  **Music** – Pulse, Rythm and Pitch  **Computing -** Recognise uses of IT | **Science** – Animals Including Humans  **Art** – Portraits (drawing)  **DT** – not taught  **History** – not taught  **Geography** – You’re in Europe  **RE** – Christianity Christmas: Jesus as a gift from God  **PSHE** – Staying healthy, healthy eating  **PE** – Fitness and Yoga  **Music** – Playing in an orchestra **Computing** – E-Safety and Internet Research & Digital Art | **Science** – Playground Games  **Art** – Still life (painting)  **DT** – not taught  **History** – Extraordinary explorers  **Geography** – not taught  **RE** – Judaism: Passover  **PSHE** –Relationship- bullying  **PE** – Gymnastics and Dance  **Music** – Inventing a musical story  **Computing** – Text and Images, Dance Mat | **Science** – Building a Playhouse  **Art** – Not taught  **DT** – Wonderful world of wool (textiles)  **History** – not taught  **Geography** – Wonderful World  **RE** – Christinaity: Resurrection  **PSHE** –Being responsible- practise makes perfect  **PE** – Ball skills and sending and receiving  **Music** – Recognising different sounds **Computing** – Data Handling/ E-book Creation | **Science** – Plants  **Art** – Decorative pottery (sculpture)  **DT** – not taught  **History** – London’s burning  **Geography** – not taught  **RE** – Islam – Prayer at home  Islam community and belonging  **PSHE** – Feelings and emotions-worry  **PE** – Invasion games and Net and Wall games  **Music** – Exploring improvisation  **Computing** - Develop programming | **Science** - Sustainability  **Art** – Not taught  **DT** – Dynamic drawbridges (mechanical systems)  **History** – not taught  **Geography** – Coming to Kenya  **RE** – Islam – Community and Belonging  **PSHE** – Our world-living in our world  **PE** – Striking and Fielding Games and Athletics  **Music** – Our big concert  **Computing** – Programming with scratch/ E-safety (trust)/ Internet research (trust/ scheme) |
| Year 3 | **Science** – Forces and magnets  **Art** – not taught  **DT** – In Love with my Car(mechanical/electrical)  **History** – Flint, Fire and Forage  **Geography** – not taught  **RE** – Sikhism: The Amrit Ceremony and the Khalsa  **PSHE**- Staying safe- leaning out of windows  **PE** – Fitness and Tag Rugby  **Music** – Writing music down  **Computing** – E safety/ Internet research  **MFL** – Phonetics Lesson 1 & I am learning | **Science** – Rocks  **Art**– Cubism (collage)  **DT** – not taught  **History** – not taught  **Geography** – Countries, counties and Cities  **RE** –Christianity: Christmas  **PSHE**– Staying healthy-brushing teeth/medicine  **PE** – Yoga and Handball  **Music** – Playing in a band  **Computing –** Comic creations/ Digital Art  **MFL** – Les saisons - seasons | **Science** – Animals including humans  **Art** - Textiles  **DT** – not taught  **History** – Tribe Tales  **Geography** – not taught  **RE** – Christianity: Jesus’s miracles  **PSHE** – Relationships-body language/touch  **PE** – Gymnastics and Dance  **Music** – Compose using your imagination **Computing** - Programming in scratch  **MFL** – Les instruments – musical instruments | **Science** – Plants - Parts of a plant  **Art** – not taught  **DT** – You’ve Been Frames (structures)  **History** – not taught  **Geography** – what’s beneath our feet  **RE** – Christianity: Easter Forgiveness  **PSHE** – Being responsible- helping someone in need/stealing  **PE** – OAA and Tennis  **Music** – More musical styles  **Computing** - Music creation/ Documenting Editing and Creation  **MFL** – Les Fruits - Fruits | **Science** – Plants – seed dispersal  **Art** – Sculpture  **DT** – not taught  **History** – Ancient Egyptians  **Geography** – not taught  **RE** – Sikhism: sharing a community  **PSHE** – Feelings and emotions-anger and grief  **PE** – Swimming and Athletics  **Music** – Enjoying improvisation **Computing** – 3D Design/ Infographics  **MFL** – Les Glaces – Ice Creams | **Science** –Light  **Art** – not taught  **DT** – Ready to Pop (mechanical systems)  **History** – not taught  **Geography** – Shakes and quakes  **RE** – Sikhism Prayer & Worship  **PSHE** – Our world working and looking after our world  **PE** – Swimming and Rounders  **Music** – Opening night  **Computing** - Programming in Kodu/ Storyboards  **MFL** – Petit Chaperon Rouge – Little Red Riding Hood. |
| Year 4 | **Science** – States of Matter  **Art**– Interior Designers (printing)  **DT** – not taught  **History** – Rampaging Romans  **Geography** – not taught  **RE** – Buddhism: Buddha's teachings  **PSHE** – Staying safe-cycle safety  **PE** – Football and Hockey  **Music** – Musical structures  **Computing** - E safety/ Internet research  **MFL** – Phonetics Lesson 2 & Je me presente – Presenting myself | **Science** – Electricity  **Art** – not taught  **DT** – On a Roll (cooking and nutrition)  **History** – not taught  **Geography** – Moving Mountains  **RE** – Christianity: Christmas  **PSHE** – Staying healthy- healthy living  **PE** – Basketball and Netball  **Music** – Exploring Feelings when you play  **Computing** – Animation  **MFL** – Ja Famille - Family | **Science** – Sound  **Art**– Fashion Designers  **DT** – not taught  **History** – The Anglo-Saxons  **Geography** – not taught  **RE** – Buddhism: The 8-fold path  **PSHE** – Being responsible- coming home on time  **PE** – Swimming and Dance  **Music** – Compose with your friends  **Computing** - Data Handling/ Inside a Computer  **MFL** – Boucle D’Or et les trois ours - Goldilocks | **Science** – Animals including humans  **Art** – not taught  **DT** – Quizzical quilting  **History** – not taught  **Geography** – Spectacular Spain  **RE** – Christinaity: Easter resurrection  **PSHE** – Feelings and emotions- jealousy  **PE** – Swimming and Tennis  **Music** – Feelings through music **Computing** – Programming in Scratch  **MFL** - Les Habitats | **Science** – Living things and their habitats - environmental  **Art** – Impressionist Landscapes  **DT** – not taught  **History** – Violent Vikings  **Geography** – not taught  **RE** – Buddhism the 8 fold path  **PSHE** – Growing and changing relationships-first aid  **PE** – Swimming and Athletics  **Music** – Expression and improvisation  **Computing** – 3D Design  **MFL** – En Classe - Classroom | **Science** – Living things and their habitats – grouping and classification  **Art** – not taught  **DT** – Create a buzz (mechanical/electrical)  **History** – not taught  **Geography** – Amazing Amazon  **RE** – Christianity prayer and worship  **PSHE** – The working world, chores at home and a world without judgment breaking down barriers  **PE** – OAA and Cricket  **Music** – The show must go on  **Computing** – Video Editing/ E-book Creation  **MFL** – Chez Moi – My Home |
| Year 5 | **Science** – Properties of materials and reversible changes  **Art** – Digital Collage  **DT** – not taught  **History** – Off with her head (Tudors)  **Geography** – not taught  **RE** – Sikhism belief into action  **PSHE** – Staying safe- peer pressure, adult and children views  **PE** – Swimming and Hockey  **Music** – Melody and harmony in music  **Computing**- Programming with scratch  **MFL** – Phonetics lesson & As tu un animal? | **Science** – Properties of materials and reversible changes  **Art** – not taught  **DT** – Marble Run  **History** – not taught  **Geography –** Rivers  **RE** –Christianity: Christmas  **PSHE** – Staying healthy-smoking  **PE** – Swimming and Handball  **Music** – Sing and play in different styles  **Computing** - App Design/ E- Safety  **MFL** – Quelle est le date aujourd hui? | **Science** – Animals including humans  **Art** – Abstract Sculpture  **DT** – not taught  **History** – Groovy Greeks  **Geography** – not taught  **RE** – Sikhism Prayer and Worship  **PSHE** – being responsible looking out for others  **PE** – Gymnastics and Yoga  **Music** – Composing and chords **Computing** – Data Handling  **MFL** – Quel temps fait il? | **Science** – Earth and space  **Art** – not taught  **DT** – Pinball Wizard  **History** – not taught  **Geography** – Cool Coasts  **RE** – Christianity: Easter Salvation  **PSHE** – Feelings and emotion- anger  **PE** – Dance and Fitness  **Music** – Enjoying musical styles  **Computing -** Computer Networks + the Internet/Physical Devices  **MFL** – Les Romaines | **Science** – Forces and gravity  **Art** – Drawing for Illustration  **DT** – not taught  **History** – Mills, money and mayhem (Industrial Revolution)  **Geography** – not taught  **RE** – Hinduism: prayer and worship  **PSHE** – Growing and changing- puberty, first aid  **PE** – OAA and Rounders  **Music** – Freedom to improvise  **Computing** - programming with Sphero/ operating systems  **MFL** – Les jeux Olympics | **Science** – All living things and their habitats  **Art** – not taught  **DT** – Roving Robots (computing)  **History** – not taught  **Geography** – Field to Fork  **RE** – Hinduism: Hindu Beliefs  **PSHE** – The working world-enterprise, a world without judgement inclusion and acceptance  **PE** –Tennis and Athletics  **Music** – Battle of the bands  **Computing** -Music creation/ Ebook creation  **MFL** – Les Vetements |
| Year 6 | **Science** – Animals including humans (Circulation System)  **Art** – Sculpture and Digital Animation  **DT** – not taught  **History** – Woeful WWII  **Geography** – not taught  **RE** – Hinduism: Hindu beliefs  **PSHE -** Staying Safe -water safety  **PE** – Football and Basketball  **Music** – Drumming (Herts Music Service)  **Computing –** Programming with scratch  **MFL** – Phonetics lesson 4 & A L Ecole | **Science** – Electricity  **Art** – not taught  **DT** – Take a seat (textiles)  **History** – not taught  **Geography** – Green Planet  **RE** – Christianity: Christmas  **PSHE** – Staying healthy- alcohol  **PE** – Badminton and Dodgeball  **Music** – Music and technology  **Computing** - Programming with scratch  **MFL** – Les Verbes Reguliers – Regular verbs | **Science** – Living Things and their Habitats  **Art** – Relief Printing and Colour  **DT** – not taught  **History** – Mysterious Maya  **Geography** – not taught  **RE** – Islam: Beliefs and Practices  **PSHE** – Being responsible- stealing  **PE** – Gymnastics and Yoga  **Music** – Developing ensemble skills  **Computing** - Image Editing  **MFL** – Le Week-end – The Weekend | **Science** – Evolution and Inheritance  **Art** – not taught  **DT** - Hats off to You (structures)  **History** – not taught  **Geography** – Blue Planet  **RE** – Christianity: Easter gospel  **PSHE** – Feelings and emotions- worry  **PE** – OAA and Cricket  **Music** – Creative composition  **Computing** - Graphic Design/ Computers: Past, Present and Future/ E Safety  **MFL** – Les Planetes - Planets | **Science –** Light  **Art** – Ultimate Selfie  **DT** – not taught  **History** – War at home  **Geography** – not taught  **RE** – Islam: beliefs and moral values  **PSHE** – growing and changing- conception/ first aid  First aid  **PE** – Dance and Netball  **Music** – Musical styles connect us  **Computing** - Binary Code/ Python Programming Language/ Data Detectives  **MFL** – Les Habitats - Habitats | **Science** – Sustainability  **Art** – not taught  **DT** – Great British Menu  **History** – not taught  **Geography** –Overheating world  **RE** – Islam: beliefs and moral values  **PSHE** – The working world in- app purchases, a world without judgement, British values  **PE** – Tennis and Athletics  **Music** - Improvising with confidence **Computing** – HTML/ Machie Learning and AI  **MFL** – Moi Dans Le Monde – Me In The World |