Lytchett Matravers Primary School

2026-27 Curriculum Map



Lytchett Matravers Primary School provides pupils with a curriculum that ensures our children become well-rounded educated citizens. By the time they leave our school, they will have developed a deeper knowledge base, know more, remember more and be able to do more. Please contact the school office if you have any expertise, advice, comments or queries about our school's curriculum map, we would be happy to hear from you.

This is in accordance with Article 28 of the UN Convention of the Rights of a Child: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Aims and Purpose – What do we want from each of our subjects?

WHAT END POINTS IS THE LMPS CURRICULUM BUILDING TOWARDS?	
Science	Here at LMPS we aim to deliver a high-quality science education, providing the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. All pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes. Through building up a body of key foundational knowledge and concepts, we aim to encourage our pupils to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.
Computing	Computing at LMPS aims to teach pupils how systems work and how to apply this through programming. We also aim to give pupils the opportunity to use information technology to create programs, systems and a range of content. We intend to embed the use of information technology within the teaching of mathematics, science and design and technology. At LMPS we want our pupils to become digitally literate in order to prepare them as active participants in a digital world.
History	Our aim is to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the past. We encourage the children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. At LMPS, History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
Geography	At LMPS, our geography education is designed to inspire a sense of curiosity and wonder in our children. We hope to encourage them to raise questions about the world they live in and to learn about diverse places, people, resources and natural and human environments that will remain with them forever. We strive for our teaching to equip pupils with knowledge about the Earth's key physical and human processes and its people. We hope that as our pupils reach the end of Key Stage 1, we have inspired our children to appreciate their local area as well as to understand that we are part of a bigger world where areas have similarities and differences. As pupils progress through Key Stage 2, their knowledge about the world should form a strong foundation for them to widen their understanding of how physical and human processes, landscapes and environments are interconnected. They will learn about how the world will continually change over time and we as humans have parts to play in protecting our planet. At LMPS, we aim to ensure that the children's geographical knowledge and understanding is supported by skills learnt throughout the key stages including map reading and fieldwork.
RE	At LMPS we believe that RE is an important curriculum area that enhances the children's understanding and acceptance of different religions and cultures. We aim to teach the children about different religions so that they can gain an understanding of important religious festivals and how they are celebrated. We intend to encourage pupils to explore their own beliefs and teach pupils to develop respect for different faiths and beliefs. Through the teaching of RE at LMPS we aim for pupils to build their sense of identity and belonging, which will help them flourish within their communities and as citizens in a diverse society.
Music	At LMPS we aim to engage and inspire pupils to develop both a love of music and their talent as musicians. We aim to develop a critical engagement with music, allowing them to compose, listen to and perform a wide range of musical styles both in individual and group settings.
Art & Design	At LMPS we aim to provide a high-quality art and design education that engages, inspires and challenges pupils. Equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We aim to develop pupils understanding to help them to think critically and gain a more rigorous understanding of art and design. We want our children to know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
Design & Technology	At LMPS we aim to inspire children in Design and Technology using creativity and imagination. Pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world, they explore this further through their mathematics, science, geography, history and art topics to develop a broad range of subject knowledge.
PE	At LMPS, we aim for a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We ensure we provide opportunities for pupils to become physically confident in a way which supports their health and fitness. At LMPS, we provide opportunities to compete in sport at all ages and through a range of sporting areas. Activities build character and help to embed our Sporting Values which are celebrated across the school.
MFL	At LMPS we teach foreign languages in order to provide an opening to other cultures, fostering pupils' curiosity and deepening their understanding of the world. We aim to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.
PSHE	At LMPS we believe that it's very important that our pupils get an excellent, broad and well balanced education that will teach them the necessary skills and prepare them for the future. We seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: keeping safe, drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. At LMPS, we use the SCARF and mindful approach to PSHE for our pupils. This brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development.

CULTURAL CAPITAL

At LMPS, we ensure that our curriculum reflects the school's local context by addressing typical gaps in pupil's knowledge. We strive to address social disadvantage by providing a wide range of opportunity and experiences for all of our pupils. The table below details some, not all of the opportunities available to our pupils.

		AUTUMN	SPRING	SUMMER
EYFS		• Harvest • Stay & Play • Nativity	• Life Education Van • Stay & Play • World Book Day • Fire brigade and police visit • Pet showing	• Stay & Play • Caterpillars and eggs
	Educational Visits	• Pantomime at Lighthouse Theatre	• Lytchett Library Visit •	• Lytchett Village Exploration
YEAR 1		• Harvest • Stay & Play • Nativity	• Life Education Van • World Book Day • Stay & Play	
	Educational Visits	• Lytchett Village Exploration • Pantomime at Lighthouse Theatre	• Lytchett Library Visit • Animal's 4U visit	• Monkey World (animals)
YEAR 2		• Great Fire of London Day • Harvest	• Chinese Culture Experience • Life Education Van • World Book Day	• Stay and Play
	Educational Visits	• Pantomime at Lighthouse Theatre • Local Library Visit	• Treehouse Theatre Drama day	• Swanage Beach Visit
YEAR 3		• Harvest	• Life Education Van • World Book Day	• Whole School Production – Gainsford Theatre • Egyptian Exhibition for parents
	Educational Visits	• Cranborne Ancient Technology Centre • Pantomime at Lighthouse Theatre	• Lytchett Library Visit • Local Church Visit	• Ancient Egyptian Drama Day
YEAR 4		• Harvest Drive	• Life Education Van • World Book Day	• Whole School Production – Gainsford Theatre
	Educational Visits	• Dorchester Roman Museum - Mosaics & Townhouse • Pantomime at Lighthouse Theatre	• Lytchett Library Visit • Leeson House residential	
YEAR 5		• Star Gazing evening with parents • Harvest	• Life Education Van • World Book Day	• Whole School Production – Gainsford Theatre
	Educational Visits	• Greek Drama Day • Star Gazing event • Pantomime at Lighthouse Theatre	• Cranborne Ancient Technology Centre • Library Visit	• Lulworth Cove & Durdle Door
YEAR 6		• Victorian Drama Day • Victorian Exhibition for parents • Harvest •	• Life Education Van • Workshop with Rev. Partridge • Discussion with local MP • World Book Day	• Whole School Production – Gainsford Theatre
	Educational Visits	• Victorian Drama Day • LMS school production – transition • Pantomime at Lighthouse Theatre	• Lytchett Library Visit	• PGL - Osmington Bay

LMPS LONG TERM CURRIULUM MAP
What is on offer for Early Years Foundation Stage?

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
EYFS	**My World** Starting school My new class New Beginnings My family PSED focus Relationships Feelings What am I good at? To draw a simple map (Map of classroom/home/local area)	**Changes all Around** Season Changes to materials Season walk Early map skills Bonfire night celebrations The Nativity Christmas Lists Letters to Father Christmas	**Superheroes** Lunar New Year To recall key information about a historical event. (Moon landing. Neil Armstrong. Tim Peak.) To find out about significant figures who have been to space and begin to understand that some events happened before they were born. (Moon landing. Neil Armstrong.)	**Amazing Animals** Animals around the world Animals habitats. Animal visit to school. Where do we live in the UK / world? Early map skills	**Growing** The great outdoors Plants & Flowers Planting beans/seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle What lives in our pond? Life cycles	**Imagine That** Where in the world shall we go? To understand that things happened in the past. (dinosaurs) Fossils To talk about a local historical figure from the past and what they did. (Mary Anning)
Key Vocab	*Senses, unique, individual, feelings, emotions, special, happy, positive, sad, unhappy, worried, fearful, loved, excited, angry, calm, peaceful.*	*Seasons, summer, winter, autumn, spring, deciduous, evergreen, decomposition, vibrant, colour, change.*	*Hero, healthy, hygiene, plaque, pedestrian, physical activity, occupation.* *Space, travel, rocket, satellite, space station*	*Animals, wild, pet, farm, herbivore, carnivore, omnivore, nocturnal, habitat.*	*Grow, height, length, measure, seed, soil, plant*	*Dinosaur, fossil, palaeontologist, herbivore, carnivore, omnivore* *Space, planets, asteroid, comet, star, satellite, space station*
Key Learning focus	Settling into school, families, feelings, personal identity and community	Seasons, materials, celebrations, traditions and change over time	People who help us, community roles, health, safety and space	Animals, habitats, caring for living things and the wider world	Plants, life cycles, nature and healthy lifestyles	Dinosaurs, fossils, pirates, sustainability and exploration
High Quality Texts	The Great Big Book of Families Colour Monster Not now Bernard Three Billy Goats Gruff Handa's Surprise (Black History Month)	Percy The Park Keeper stories. Smartest Giant in Town The Gingerbread Man The Jolly Postman Christmas The Christmas Story	A Superhero Like You Dr. Ranj (People who help us) Busy People Non Fiction People Who Help us books Lunar New Year Look Up! (Space)	Rumble in the Jungle We are going on a lion hunt Snail and the Whale Oi frog Little Red Hen What the Ladybird Heard	The Tiny Seed Jack and the Beanstalk The Very Hungry Caterpillar I will never ever eat a tomato	Mary Anning – little people, big dreams Tyrannosaurs drip Whatever next The night pirates Supertato
Special events/ enrichments	Black History Month Grandparent's day	Nativity performance – singing/performing. Diwali Bonfire Night Remembrance day. Children in need Anti Bullying Week Hanukkah Dec 1 Christingle Pantomime trip	Safer internet day Valentines day Fairtrade Fortnight Lunar New Year Visit from fire service Visit from Police/Dentist, other people who help us EVC to the local library	Pancake Day Mother's day Easter Ramadam St Georges Day Animal visit into school	Eid-Al-Fitr Father's day Sports Day	EV trip to the local park Moon landing

Communication and language	Developing listening, attention and understanding. Building vocabulary through high-quality texts and purposeful talk. Progressing from simple conversations to confident whole-class discussions. See Early Years Long Term Plan
Personal, Social & Emotional Development	SCARF programme: Me and My Relationships Valuing Difference Keeping Myself Safe Rights and Responsibilities Being My Best Growing and Changing Zones of Regulation embedded throughout. See Early Years Long Term Plan
Physical Development	Gross motor skills through PE, outdoor learning and games. Fine motor development, handwriting, cutting skills and pencil control. See Early Years Long Term Plan
Literacy	Daily phonics teaching. Story-based curriculum developing comprehension, vocabulary and writing. Progression from mark making and simple words to sentence writing. See Early Years Long Term Plan
Mathematics	Number sense, subitising and number bonds. Numerical patterns, shape, measure, space and problem solving. Progression from counting to 20 and beyond. See Early Years Long Term Plan
Understanding the World	History: family history, celebrations, significant events and people. Geography: local area, maps, communities and the wider world. Science: seasons, animals, plants, habitats, materials and space. RE: Christianity and other faiths, beliefs and celebrations. Computing: digital literacy, programming and technology for learning. See Early Years Long Term Plan
Expressive Arts & Design	Music, singing, performance and rhythm. Art and design through a range of media, techniques and artists. Imaginative role play and storytelling. See Early Years Long Term Plan

LMPS LONG TERM CURRIULUM MAP — What is on offer for Year 1?

YEAR 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GEOGRAPHY HISTORY	**LYTCHETT LOCALS** **Use basic geographical vocabulary to refer to: key physical features**: seasons and weather types. **Location & Place** Name & locate the capital cities of the UK and identify characteristics of Lytchett Matravers. Name, describe and compare familiar places. Name and locate London on a map, using key words to describe. **Human & Physical Features** Understand geographical similarities and differences through studying Lytchett Matravers. **Mapping** Use world maps, atlases and globes to identify the United Kingdom and its countries. Devise a simple map; and use and construct basic symbols in a key. Plan a journey to school from home. **Directional Skills** Positional language, N,S,E,W Describing and instructional language. **Fieldwork** Virtual fieldwork study – Paris **EV = Local Area walk** **Settlement & Land Use** Compare Lytchett to Paris! Basic study of Paris as a contrasting location. **Weather & Climate** **RECALL: season and weather. Daily study of weather outside.**	**GUNPOWDER PLOT** Events beyond living memory that are significant, nationally or globally. Guy Fawkes – The Gunpowder Plot King James I **Monarchy study:** Queen Elizabeth II **Black History Month**: Marcus Rashford **RECALL & SECURE:** **Bonfire Night** **London** Key Historical Components: **MONARCHY** **GOVERNMENT** **SIGNIFICANCE** **CAUSE & CONSEQUENCE** **CHRONOLOGY** **EVENTS BEYOND LIVING MEMORY** Historical Enquiry: **QUESTIONNING** **ANALYSING** **CONCLUDING**	**TOY STORY** Changes within living memory. History of toys in own locality. Local History Study of Lytchett Matravers. **Pre-Teach: Chronologically – Time Line.** Key Historical Components: **INVENTION & TECHNOLOGY** **SIMILARITIES & DIFFERENCES** **CONTINUITY & CHANGE** **CHRONOLOGY** **CHANGES IN LIVING MEMORY** Historical Enquiry: **QUESTIONNING** **ANALYSING** **EVALUATING** **ORGANISING, COMMUNICATING & PRESENTING** **RESEARCHING**	**LYTCHETT & POOLE** **Location & Place** Name, describe and compare familiar places. **Human & Physical Features** To recognise landmarks and basic human and physical features on the school grounds. **Mapping** Children complete their own maps of the school and local village. Map is a 'bird's eye view'. Ordinance survey maps. **Recall EYFS maps/key** Google Maps view - *difference between photographs and maps?* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Making a picture map. **Directional Skills** Positional language, N,S,E,W **Fieldwork** Observe and record the school and local environment. **Recall EYFS** **Weather & Climate** Daily study of weather - explore outside. Identify seasonal and daily weather patterns in the United Kingdom. How can the weather affect us? To explore the seasons.	**EXPLORERS** The lives of significant individuals in the past, who have contributed to national and international achievements. Significant historical places in their own locality. Family Tree Key Historical Components: **SETTLEMENTS** **TRADE** **SIGNIFICANCE** **SIMILARITIES & DIFFERENCES** **CHRONOLOGY** **LOCAL HISTORY** **EVENT BEYOND 1066** **SIGNIFICANT INDIVIDUALS** Christopher Columbus Amelia Airheart Historical Enquiry: **QUESTIONNING** **INTERPRETING** **RESEARCHING** **PLANNING & ORGANISING, COMMUNICATING & PRESENTING** PARENTS SHARING SESSION	**THE BEACH** **Location & Place** Study of Poole and surrounding beaches. **Human & Physical Features** Use key words to describe seaside locations. **Mapping** Identify local seaside locations. Aerial photographs of seaside locations. Tourist Maps. Pictorial maps of local places to visit. **Fieldwork** Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. **Environment & Sustainability** Pollution of the sea. **Settlement & Land Use** Seaside tourism Weather and climate **RECALL: seasons and weather. Daily study of weather outside.**
SCIENCE Yr1 Scientific Enquiry:	**Forces and Space: seasonal changes** Reflecting on seasonal changes by exploring the weather and features of the seasons.	**Materials -Everyday Materials** Discovering the difference between objects and materials by exploring and classifying items in the world around them.	**Animals- sensitive bodies** Investigating the human body and the five senses by exploring how people experience and interact with the world around them.	**Animals -comparing animals** Classifying animals by exploring their characteristics, physical features and diets. **(Animal visit in)**	**Plants- introduction to plants** Discovering a variety of wild and garden plants by exploring their features and identifying common flowering plants.	**MAKING CONNECTIONS:** Investigating through stories – recap on previous learning **(Monkey World Educational Visit)**

ART & DESIGN **DESIGN TECHNOLOGY**	**ART & DESIGN** Drawing – Self Portrait and line, shape and form of nature. **Recall EYFS**	**DESIGN & TECHNOLOGY:** Cookery	**DESIGN & TECHNOLOGY** Mechanics: Moving Picture Book - History of Toys **(RECALL: Moving parts & mechanisms)**	**ART & DESIGN** Painting **ART & DESIGN** Sculptures **Recall EYFS**	**DESIGN & TECHNOLOGY:** Textiles	**ART & DESIGN** Printing
PE	Ball Skills (6)*	Gymnastics (6)	Sending and Receiving (4)	Sending and Receiving (2)	Athletics Sports Day	Invasion (6)	Net and Wall (6) *Fundamentals*
	Fundamentals (6)	Team Building (6)	Yoga (6)	Dance (6)	Target Games (6)	Athletics	Striking and Fielding (6) *Fundamentals*
COMPUTING	Computing systems and networks. Technology around us: To recognise technology in school and using it responsibly.	Creating Media - Digital painting - Choosing appropriate tools in a program to create art, and making comparisons with working non- digitally.	Programming A - Moving a robot: Writing short algorithms and programs for floor robots, and predicting program outcomes.	Data and Information. Grouping data.	Creating Media – Sum 1 - Digital writing: Using a computer to create and format text, before comparing to writing non- digitally.	Programming B – Sum 2 - Programming animations: Designing and programming the movement of a character on screen to tell stories.
MUSIC	• Follow a leader when singing. Sing songs with an accompaniment. • Begin to sing with attention to phrasing and breathe appropriately. • Sing with attention to dynamics. • Play instruments at the right time. • Play percussion instruments with increasing accuracy. • Play a drone to a steady beat. • Use instruments to compose with guidance. • Begin to listen to and respond to one another. • Listen to and identify sounds and ideas. • Create simple question and answer phrases on tuned percussion. • Play games that require longer phrases of improvisation. • Begin to compose 3 note melodies to a given stimulus. • Compose rhythmic phrases to words and play or sing from memory.					
RE	Christianity What do Christians believe about God?	Christmas Christianity What gifts might Christians in my town bring Jesus?	Judaism. Who is God to the Jews?	Easter- Palm Sunday Christianity Why was Jesus welcomed as a King on Palm Sunday?	Shabbat Judaism Is Shabbat important to Jewish children?	Judaism Does visiting a Synagogue help Jewish children feel closer to God?
PSHE & Safeguarding E-Safety	Me and My Relationships ABC of Body Safety **E-Safety**: Project Evolve	Valuing Differences Anti-Bullying Week **E-Safety**: Project Evolve	Keeping Myself Safe Road Safety **E-Safety**: Project Evolve	Rights and Responsibilities Consent **E-Safety**: Project Evolve	Being My Best Water Safety **E-Safety**: Project Evolve	Relationships & Sex Education: Growing and Changing **E-Safety**: Project Evolve

LMPS LONG TERM CURRIULUM MAP — What is on offer for Year 2?

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 2	**UK - 4 COUNTRIES**	**FIRE FIRE**	**HOT & COLD**	**SUPER HEROES**	**LONDON TO BEJING**	**SEASIDE HOLIDAYS**
GEOGRAPHY	**Location and Place** Name & locate the world's seven continents and five oceans. Compass directions. To name and locate areas of high ground in the UK. To use a map or atlas to locate areas of high ground in the UK	Events beyond living memory that are significant nationally or globally [the Great Fire of London - September 1066].	**Location and Place** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	[Florence Nightingale, Mary Seacole) The lives of significant individuals in the past who have contributed to national and international achievements.	**Location and Place** To understand where China is in the world and to locate China on a world map.	Changes within living memory. Significant historical events and places in their own locality.
	Human & physical features To locate the continent we live in and describe some of the key features (*Marshlands & heathlands).* Locate key mountain ranges of the world. Understand key features of the continents of the world.	**RECALL & SECURE:** London – Capital City **Pre-Teach: Chronologically – Time Line.**	**Human & physical features** Study the topographical features of hot and cold countries: Landforms, rivers, lakes, mountains, volcanoes, hills, valleys, plains etc.	**Local history**: RLNI	**Human & physical features** Compare local area to a non-European country – China. Learn about the Chinese new year and cultures. Explore food, farming and school life school in China, comparing it to the UK. **Use basic geographical vocabulary to refer to: key physical features**: seasons and weather in China. **key human features**: city, town, village, factory, farm, house, office, port, harbour and shop.	Key Historical Components: **POVERTY & WEALTH** **SIMILARITIES & DIFFERENCES** **CHRONOLOGY** **LOCAL HISTORY STUDY:** ***SWANAGE BEACH*** **CHANGES IN LIVING MEMORY**
HISTORY	**Mapping** To use an atlas to find places in the UK and around the world. Use a map to find and describe key features of the mountains. Topographical Maps. Making a picture map.	Key Historical Components: **MONARCHY** **INVENTION & TECHNOLOGY** **CAUSE & CONSEQUENCE** **CONTINUITY & CHANGE** **CHRONOLOGY** **SIGNIFICANT INDIVIDUALS:** Samuel Pepys Thomas Farriner King Charles II Historical Enquiry: **QUESTIONNING** **RESEARCHING** **EVALUATING** **CONCLUDING** **ORGANISING, COMMUNICATING & PRESENTING**	**Mapping** Use world maps, atlases and globes to identify countries, continents and oceans studied across EYFS/key stage 1. To use map skills to locate hot and cold countries. Political Maps - showing boundaries and borders of different countries.	Key Historical Components: **WAR & CONFLICT - WW1** **GOVERNMENT** **SIGNIFICANCE** **CHRONOLOGY** **SIGNIFICANT INDIVIDUALS:** Mary Secole Florence Nightingale Historical Enquiry: **QUESTIONNING** **RESEARCHING**	**Mapping** Use Google Maps to explore different places in China. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Tourist maps.	Historical Enquiry: **QUESTIONNING** **RESEARCHING** **INTERPRETING** **ANALYSING**
	Directional skills Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Understand how a journey can be made around the world. To know what a journey line is.	**EV = Great Fire of London day** **D and T baking** **Black History Month**	**Directional skills** Compass Directions..		**Fieldwork** Virtual Fieldwork Study of Beijing.	**EV = Swanage Beach Trip**
	Fieldwork Understand what an aerial view is. Observe aerial photographs of the school, local area and around the world. **EV = walk around the village**		**Fieldwork** Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Visit to Swanage Beach.		**Weather and climate** Compare the weather in the UK to that in parts of China studied.	
	Settlement and land use To describe a mountainous climate. To describe how tourism affects mountain region. Urban/Rural.		**Environment and sustainability** Global Warming & pollution of the seas. Adopt an animal (WWF). Understand what global warming is and how it is effecting our world. Study renewable sources of energy.		**RECALL Yr1 & Pre-teach KS2: Vocabulary relating to human and physical Geography.**	
	Weather and climate Describe and explore mountainous climates. **RECALL: season and weather.** **Daily study of weather outside.**		**Weather and Climate** Identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Study the climate of the British Isles.			
			RECALL: England key characteristics.			

SCIENCE Yr2 **Scientific Enquiry:**	**Living things- Habitats** Identifying what living things need to survive by exploring the life processes shared by all living things.	**Living things- Microhabitats** Developing scientific enquiry skills by exploring how scientists investigate and answer questions about the world.	**Materials – Uses of everyday materials.** Investigating how the properties of materials make them suitable for different uses.	**Animals, including Humans: Life cycles and health.** Exploring animal life cycles and survival by investigating how animals grow, change and meet their basic needs	**Plants- Plant growth.** Examining how plants grow and reproduce by carrying out comparative tests and observing changes over time	**MAKING CONNECTIONS: Plant based materials** Considering ways to reduce, reuse and recycle by applying knowledge of material properties to solve practical problems.
ART & DESIGN **DESIGN TECHNOLOGY**	**ART & DESIGN** Drawing – movie illustrations **Artist:** Lowry	**DESIGN & TECHNOLOGY** Cookery: Bread Making **(RECALL: hygiene skills from Yr1)**	**ART & DESIGN** Printing Painting **Artist:** Bada Sanren (Painting)	**DESIGN & TECHNOLOGY** Mechanics: Moving Parts: Toys	**DESIGN & TECHNOLOGY:** Textiles – Hand Puppets **(RECALL: Working with different types of materials)**	**ART & DESIGN** Sculptures
PE	Football (6)	Gymnastics (6)	Hockey	Yoga	Athletics Sports Day	Cricket and Tennis
	Fundamentals (6)	Sending and Receiving / OAA	Dance (6)	Golf	Target Games	Rounders
COMPUTING	Computing systems and networks - Information technology around us: Identifying IT and how its responsible use improves our world in school and beyond.	Creating media - Digital photography: Capturing and changing digital photographs for different purposes.	Programming A - Robot algorithms: Creating and debugging programs, and using logical reasoning to make predictions.	Data and Information - Pictograms: Collecting data in tally charts and using attributes to organise and present data on a computer.	Creating media - Making music: Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Programming B - Programming quizzes: Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
MUSIC	• Sing songs with accuracy. Sing with attention to dynamics. Sing partner songs and rounds. • Use voice to explore improvisation with guidance. • Play percussion instruments with increasing accuracy. • Play a simple 3 note ostinato or melody. • Play a simple song from memory. • Begin to play a wind instrument eg recorder or ocarina. • Listen to and identify sounds and ideas with attention to the dimensions of learning. • Listen and respond to each other. Improvise a melody using pentatonic scale to fit above a drone. • Create question and answer phrases on tuned percussion. • Compose three note melodies on tuned percussion and record these ideas. • Compose ostinatos to well- known songs.					
RE	Christianity Is it possible to be kind to everyone all the time?	Christmas Why do Christians believe God gave Jesus the world?	Hinduism Who is God to Hindus? Santana Dhama	Easter – Resurrection How important is it to Christians that Jesus came back to life?	Hinduism What might Hindus learn from the story of Rama and Sita and Diwali?	Hinduism Why do Hindus use symbols?
PSHE & Safeguarding **E-Safety**	Me and My Relationships ABC of Body Safety **E-Safety**: Project Evolve	Valuing Differences Anti-Bullying Week **E-Safety**: Project Evolve	Keeping Myself Safe Road Safety **E-Safety**: Project Evolve	Rights and Responsibilities Consent **E-Safety**: Project Evolve	Being My Best Water Safety **E-Safety**: Project Evolve	Relationships & Sex Education: Growing and Changing **E-Safety**: Project Evolve

LMPS LONG TERM CURRIULUM MAP — What is on offer for Year 3?

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3 **GEOGRAPHY** **HISTORY**	**STONE AGE TO IRON AGE – TIME TEAM** Changes in Britain from the Stone Age to the Iron Age. **EV = Cranborne Ancient Technology Centre** **RECALL & EMBED: Chronologically secure knowledge of World History – timeline** Key Historical Components: **SETTLEMENT** **INVENTION & TECHNOLOGY** **SIMILARITIES & DIFFERENCES** **SIGNIFICANCE** **CONTINUITY & CHANGE** **CHRONOLOGY** **THE STONE AGE TO THE BRONZE AGE** **EVENTS BEYOND LIVING MEMORY** **LOCAL HISTORY - BADBURY RINGS/ MAIDEN CASTLE** Historical Enquiry: **FIELDWORK STUDY: Cranborne Ancient Technology** **QUESTIONNING** **PLANNING** **ANALYSING** **RESEARCHING** **EVALUATING** **CONCLUDING** **ORGANISING, COMMUNICATING & PRESENTING** **Black History Month:** Jessie Owens **Pre-Teach: Chronologically secure knowledge of World History in prep for KS2 History Curriculum – timeline recall**		**CITIES OF THE UK** **Location and Place** A study of Europe. Locate a range of the world's most significant human (Wonders of the World) & physical features. Name and locate countries in Europe, including Eastern Eurpoe and their capital cities. **Human & Physical Features** Characteristics of a range of the world's most significant human & physical features - Landforms. **Mapping** Position of the Equator, Northern Hemisphere, and Southern Hemisphere. 4-figure grid references. **Directional Skills** To use the four compass points to describe the location of the countries and cities of the UK. Identify lines of latitude and longitude and use them to find places on maps, atlases and globes. **Fieldwork** Virtual fieldwork study - Italy. **Pre-teach Rome in preparation for Romans in Yr4.** **Settlement and Land Use** Compare features of eastern European landscapes with my own area. Describe the key features of the polar regions and compare them to the UK. Urban/Rural **Weather and Climate** **RECALL: season and weather.** **Daily study of weather outside.** Compare the climate of eastern European regions with that of my own area. **RECALL: Continents & Oceans from KS1.**	**BLUE PLANET** **Location & Place** Locate the words oceans and key areas of pollution/ renewable energy. **Human & Physical Features** Explore trade, industry, energy, food and farming. Dangers to our environment, global warnings and education. Natural Disasters. **Mapping** Locate key polluted areas on a world map. **Environment & Sustainability** Observe sea levels and how they are changing. Causes and impacts of water pollution. Plastic pollution. Explore how electricity is generated and distributed. Renewable energy. Present findings on how climate change/ global warming is effecting our oceans and what actions we can take. **Settlement & Land Use** Services, overfishing, energy, transport. Weather & Climate Climate change, cause and effect **Pre-teach: Natural Disasters Yr6**	**WALK LIKE AN EGYPTIAN** The achievements of the earliest civilizations, an overview of where and when the first civilizations appeared and a depth study. Depth of study of Ancient Egypt. **RECALL & EMBED: Chronologically secure knowledge of World History – timeline** **EV =** **Historical Drama Workshops - Treehouse Theatre Company** Key Historical Components: **POVERTY & WEALTH** **TRADE** **MONARCHY** **CAUSE & CONSEQUENCE** **CONTINUITY & CHANGE** **CHRONOLOGY** **SIMILARITIES & DIFFERENCES** **EARLY CIVILIZATION - ANCIENT EGYPT/THE INDUS VALLEY** **EVENTS BEYOND LIVING MEMORY** **SIGNIFICANT INDIVIDUALS:** Cleopatra, Tutan Khamun Historical Enquiry: **QUESTIONNING** **ORGANISING, COMMUNICATING & PRESENTING** **ANALYSING** **INTERPRETING** **RESEARCHING** **(Egyptian Drama Day)**	**UK & AFRICAN PLAIN** **Location and Place** **Geographical study of East Africa** **Human & physical features** Study the topographical features of Africa and compare it to the UK: Landforms, rivers, lakes, mountains (focus), volcanoes, hills, valleys, plains. **Mapping** Exploring different types of maps and how to use them. Map out the local village and compare to a village in Africa. **Directional skills** To explain the position and significance of time zones. To explain the position and significance of the Prime Meridian. **Fieldwork** Virtual Fieldwork study - Africa **Environment & Sustainability** Drought **Settlement and Land Use** A study of the Maasi Tribe and life in East Africa, compare to life in Lytchett. Urban/Rural **Weather and Climate** Compare the climate of Africa with that of my own area.
SCIENCE Yr3 Scientific Enquiry:	**Animals -Movement and nutrition** Investigating the human body by studying the skeleton, muscles and nutrition.	**Forces and Space – Forces and Magnets.** Investigating how vehicles move across different surfaces and how friction affects motion.	**Materials – Rocks and Soil.** Classifying rocks by exploring their properties, uses and formation	**Energy- Light and Shadows.** Exploring how light enables us to see and identify different light sources.	**Plants – Plants reproduction** Understanding how plants grow and reproduce by exploring the functions of different plant parts and their role in development.	**MAKING CONNECTIONS: Does hand span affect grip.** Experimenting with friction and grip by carrying out comparative tests, analysing data and drawing conclusions.

ART & DESIGN **DESIGN TECHNOLOGY**	**ART & DESIGN** Drawing: Cave Drawings Observational Drawings - Apple		**DESIGN & TECHNOLOGY** Textiles - Design & Make: Stone-Age Roundhouse		**ART & DESIGN** Printing – **Andy Warhol**	**DESIGN & TECHNOLOGY** Cookery: Foods around the world & Tea Tasting.	**DESIGN & TECHNOLOGY** Mechanisms – Pneumatic Sphinx	**ART & DESIGN** Painting – pointillism & Tinga Tinga, Sculptures – East African Art: Masai Clay Models Tinga Art
PE	Football (4)*	Gymnastics (6)	Tag Rugby (4)		Net and Wall (6) *Fundamentals*	Athletics Sports Day	Golf (6)	Swimming
	Fundamentals (6)	Invasion Games (6)	Ball Skills (4)		Striking and Fielding (6) *Fundamentals*	OAA (6)	Athletics	Dance (6) Linked to Africa
MFL	• Understand and repeat simple words, phrases and instructions and follow them. • Write simple responses to spoken language using familiar words. • Identify sounds in songs and rhymes and join in by clapping or speaking. • Read and pronounce the most common letters, letter strings and words using knowledge of French phonics. • Recognise, understand and respond to simple questions including written questions. • Answer simple questions using simple sentences and giving simple information. • Recognise negatives. • Repeat simple words, phrases and sentences from memory. • Prepare and recite a few familiar sentences. • Recognise and respond to familiar written words and phrases and give a simple written response.					• Read a simple rhyme or poem in a chorus. • Write some familiar words from memory. • Introduce myself using short, simple sentences. • Use some numbers, colours and simple describing words in spoken sentences. • Pronounce le/la and un/une accurately and clearly and write some singular nouns with the correnct article. • Recognise whether nouns and singular or plural based on the article. • Recognise some basic French adjectives. - Talk about myself using some common verbs in the first person singular form.		
COMPUTING	Computing Systems and networks - Connecting computers: Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.		Creating Media - Stop- frame animation: Capturing and editing digital still images to produce a stop- frame animation that tells a story		Programming A - Sequencing sounds: Creating sequences in a block-based programming language to make music.	Data and information - Branching databases: Building and using branching databases to group objects using yes/no questions.	Creating Media - Desktop publishing: Creating documents by modifying text, images, and page layouts for a specified purpose.	Programming B - Events and actions in programs: Writing algorithms and programs that use a range of events to trigger sequences of actions.
MUSIC	• Sing songs with greater accuracy from low A-C. • Begin to sing songs unaccompanied and in tune. • Begin to perform songs with attention to dynamics and phrasing. • Begin to copy back patterns and create own on tuned percussion. • Play a variety of instruments and begin to use them creatively. • Begin to play confidently as an individual. Begin to play as an ensemble. • Express and begin to justify ideas and opinions about music heard or performed.					• Begin to identify different instruments heard. • Begin to comment on composer's intention with reference to the dimensions of music. • Improvise with musical awareness of style, tempo & timing. • Begin to identify improvisation within live and recorded music. • Begin to compose to a given structure. • Compose in a variety of groupings. • Begin to use various methods of notation.		
RE	Islam Who is God to the muslims?		Christmas Christianity Has Christmas lost it's true meaning?		Jesus Could Jesus heal people? Did he perform miracles?	Easter – Forgiveness Christianity What is good about Good Friday?	Islam How important is the prophet Muhammed to Muslims?	Islam How important is the Quran to Muslims?
PSHE & Safeguarding E-Safety	Me and My Relationships ABC of Body Safety **E-Safety**: Project Evolve		Valuing Differences Anti-Bullying Week **E-Safety**: Project Evolve		Keeping Myself Safe Road Safety **E-Safety**: Project Evolve	Rights and Responsibilities Consent **E-Safety**: Project Evolve	Being My Best Water Safety **E-Safety**: Project Evolve	Relationships & Sex Education: Growing and Changing **E-Safety**: Project Evolve

LMPS LONG TERM CURRIULUM MAP — What is on offer for Year 4?

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 4	**EUROPE**	**The Romans**		**MOUNTAINS**	**ANGLO-SAXONS**	**RIVERS**
GEOGRAPHY	**Location & Place** Identify where countries are within Europe Identify physical characteristics and key topographical features of the countries within Europe Identify the position and significance of the Equator, Northern/ Southern hemisphere, Tropic of Cancer/ Capricorn, Arctic/Antarctic *Circle* Understand similarities and differences through studying the human and physical effects of weather and climate across Europe Identify human and physical geography characteristics of capital cities within Europe	The Roman Empire & it's impact on Britain. Soldiers, army, battles. Study of a region in Europe – Rome Virtual Fieldwork, maps, orienteering **RECALL & EMBED: Chronologically secure knowledge of British History – timeline** **EV = DORCHESTER - ROMAN MOSAICS**		**Location & Place** Name and locate mountains in the UK and around Europe	Britain's settlement by Anglo-Saxons and Scotts (Celts). A study of the Invasions of Scotland, including the English Invasion of Scotland in 1385, where King Richard II led his army into Scotland.	**Location & Place** Name and locate the main rivers and seas of the UK; highlighting River Stour. Locate the key rivers of the world. **RECALL: River Nile.**
	Human and Physical Features Examine the reasons behind the origins of food and their distribution across Europe	Key Historical Components: **INVASION** **TRADE** **MONARCHY** **POVERTY & WEALTH** **EMPIRE**		**Human & physical Features** Compare the human and physical characteristics of mountain environment of the UK and Europe Understand the features of mountains	Key Historical Components: **INVASION** **SETTLEMENT** **WAR & CONFLICT**	**Human & Physical Features** Describe and understand the water cycle. Explore the use of dams and the key features of a river system.
	Mapping Use and interpret maps and atlases of cities in Europe Use topographical maps to compare landscapes within Europe Use an atlas to name and locate the 5 oceans Use simple climatic maps to compare and contrast weather patterns across Europe Use 6-figure grid references to locate landmarks on an Ordinance Survey map	**SIMILARITIES & DIFFERENCES** **CAUSE & CONSEQUENCE** **CHRONOLOGY**		**Mapping** Use atlases to locate topographical features (mountains) in the UK and Europe	**SIGNIFICANCE** **CONTINUITY & CHANGE** **CHRONOLOGY**	**Mapping** Identify rivers and seas using an atlas or map. EMBED: OS map reading.
	Directional Skills *Describe the position of countries relative to the Equator, Northern/ Southern hemisphere, Tropic of Cancer/ Capricorn, Arctic/ Antarctic Circle*	**THE ROMAN EMPIRE** **EVENTS BEYOND LIVING MEMORY** **SIGNIFICANT PLACES - ROME & HISTORICAL BUILDINGS** **SIGNIFICANT INDIVIDUALS:** Boudicca, Julius Caesar		**Fieldwork** Gather, record and classify in a variety of ways to help in answering refined questions Present findings in a short written report on mountains *ENGLISH LINK*	**EVENTS BEYOND LIVING MEMORY** **THE INVASTIONS OF SCOTLAND**	**Directional Skills** 4 points of a compass. 4 figure grid references.
	Settlement and Land Use *Compare settlements/ land use between countries in Europe*	Historical Enquiry: **FIELDWORK STUDY: DORCHESTER MOSAIC** **QUESTIONNING** **PLANNING** **ANALYSING** **INTERPRETING** **RESEARCHING** **EVALUATING** **CONCLUDING** **ORGANISING, COMMUNICATING & PRESENTING**		**Environment & Sustainability** Explore what can be done to protect mountain environments.	Historical Enquiry: **QUESTIONNING** **INTERPRETING** **RESEARCHING**	**Fieldwork** River Stour - science link.
	Weather and Climate Understand how the weather and climate effects food production in Europe	PARENTS SHARING SESSION		**Settlement & Land Use** Compare mountain and lowland settlements Explore the impact tourism has.		**Environment & Sustainability** Dams, energy and sustainability. Explore the impact of damming rivers.
	RECALL & EMBED: human & physical characteristics through locational & place knowledge.	**Black History Month:** Rosa Parks **Local History focus:** Dorchester visit - Romans		**Weather & Climate** Explore how weather differs in mountains Understand how weather differs and changes in mountain environments.		**Settlement & Land Use** Explore use of rivers and how they are used across the world. **RECALL: River Nile - History**
				RESIDENTIAL - Leeson House Fieldwork, maps, orienteering & Scientific Studies. The water cycle. **RECALL & EMBED – Plants**		**RECALL:** Egyptians and how we/they use rivers - River Nile. **Pre-teach: Coasts Year 5**
HISTORY						

SCIENCE Yr4 Scientific enquiry	**ANIMALS INCLUDING HUMANS: DIGESTION and FOOD** Exploring the digestive system by using models to understand the function of key organs and how food is processed in the body.	**Energy- Electricity and circuits** Discovering how electricity is used in everyday life by identifying electrical appliances and learning how to work safely with electricity.	**Materials-states of matter** Investigating solids, liquids and gases by exploring the properties of different states of matter and how materials change state.	**Energy: sounds and vibrations** Discovering how sound is made and travels by exploring the relationship between vibrations and hearing.	**Living things- Classification and changing habitats** Classifying living things by exploring different ways organisms can be grouped and evaluating the effectiveness of classification keys.	**MAKING CONNECTIONS: How does the flow of liquids compare?** Comparing the properties of liquids by investigating how different substances flow and exploring ways to measure and represent their results.
ART & DESIGN **DESIGN TECHNOLOGY**	**DESIGN & TECHNOLOGY** Textiles: Money Containers **(RECALL: Sewing skills)**	**ART & DESIGN** Sculptures - Ceramics	**ART & DESIGN** Printing	**DESIGN & TECHNOLOGY** Mechanisms: Light Box Circuits (RECALL:)	**DESIGN & TECHNOLOGY** Cookery: Fair Trade (RECALL: where food comes from and how it is produced)	**ART & DESIGN** Drawing – Pierre Maxo **ART & DESIGN** Painting – Water Colours
PE	Fitness (5) / Invasion Games (6)	Gymnastics (6) / Fundamentals (5)	Football (4) / Basketball (4)	Netball (5) / Dance (6)	Hockey (6) / OAA (6)	Athletics / Athletics Sports Day	Net and Wall (6) *Fundamentals* / Striking and Fielding (6) *Kwick-Cricket*
MFL	• Pick out familiar words and sentences from spoken phrases. • Write responses to spoken language using short phrases and simple sentences. • Use knowledge of French phonics to help spell familiar words. • Ask for simple opinions and give my own using simple sentences e.g. likes and dislikes. • Say several sentences from memory with accurate pronunciation so others can understand. • Say/write a few sentences about daily routine, hobbies and interests. • Give short descriptions of family and friends both spoken and written. • Identify the gender of a noun from its article. • Use the correct article to match the gender to the noun. • Use les or des with plural nouns. • Recognise the subject pronouns such as je, tu, il, elle.			• Prepare and present a set of simple instructions to a group for them to follow e.g. directions. • Follow and understand a familiar written text, reading and listening at the same time. • Recognise familiar words and phrases in a spoken story or poem. • Read a simple rhyme, song or story aloud to the class. • Show understanding by writing sentences which summarise some of the contents of the stories, songs or poems. • Write or complete some written sentences from memory. • Describe using simple adjectives. • Recognise how the structure of French sentences differs from English sentences. • Write verbs in the present tense for the first person e.g. Je suis. • Use a bilingual dictionary to find the translation of English to French and French to English.		
COMPUTING	Computing systems and networks - The internet: Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	Creating Media - Audio editing: Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	Programming A - Repetition in shapes: Using a text- based programming language to explore count- controlled loops when drawing shapes.	Data And information - Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Creating Media - Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	Programming B - Repetition in games: Using a block- based programming language to explore count- controlled and infinite loops when creating a game.
MUSIC	• Sing songs with greater accuracy from low A – D. • Sing songs unaccompanied and in tune. • Begin to perform songs with attention to dynamics, phrasing and tempo. • Copy back patterns and create own on tuned percussion. • Play a variety of instruments accurately and creatively. • Play confidently as an individual. • Play as an ensemble. • Take up tuition on an instrument. • Express and justify ideas and opinions about music heard or performed.			• Identify different instruments. • Comment on composer's intention with reference to the dimensions of music. • Improvise with musical awareness of style, tempo & timing. • Begin to identify improvisation within live and recorded music. • Compose to a given structure. Compose in a variety of groupings. • Use various methods of notation, including staff notation. • Compose using the dimensions of music at an appropriate level. • Classroom Instrumental Learning – 10 weeks on orchestral instrument		
RE	Judaism What is the best way for a Jew to lead a good life?	Christmas Christianity What is the most significant part of the Nativity for Christians?	Judaism How do Jewish beliefs, teaching and stories impact daily life?	Easter Christianity Is forgiveness always possible for Christians?	Christianity Do people need to go to Church to show that they are good Christians?	Judaism How does celebrating Shavuot help Jewish children feel closer to God?
PSHE & Safeguarding E-Safety	Me and My Relationships ABC of Body Safety **E-Safety**: Project Evolve	Valuing Differences Anti-Bullying Week **E-Safety**: Project Evolve	Keeping Myself Safe Road Safety **E-Safety**: Project Evolve	Rights and Responsibilities Consent **E-Safety**: Project Evolve	Being My Best Water Safety **E-Safety**: Project Evolve	Relationships & Sex Education: Growing and Changing **E-Safety**: Project Evolve

LMPS LONG TERM CURRIULUM MAP — What is on offer for Year 5?

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 5	**GROOVY GREEKS**	**Amazing AMERICAS**	**INVADERS AND SETTLERS**		**RAINFORESTS**	**CHANGING COASTS**
GEOGRAPHY	Ancient Greece. A study of Greek life and achievements and their influence on the Western world. Olympic Games – PE link. Greek Day. RECALL & EMBED: Chronologically secure knowledge of World History – timeline	**Location and Place** Locate and compare countries in Europe, America and the Caribbean. Identify global locations, oceans, seas, continents.	The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. Extend to the eve of the Battle of Hastings - 1066. RECALL & EMBED: Anglo Saxons Yr4.		**Location & Place** Identify areas of the world containing rainforests. Locational knowledge: South America, environmental regions.	**Location & Place**
		Human & Physical Features Identify human and physical features of St Lucia and compare these to the UK. (food, farming, housing, landforms)	**MAYAN CIVILIZATION:** A non-European society that provides contrast with British history.		**Human & Physical Features** Describe the key aspects of a tropical climate. Describe and understand the features of the layers of a rainforest. Topography - mountains.	**Human & Physical Features** Explore how coastal features are formed. Coastal features of the UK.
		Mapping Identify cities in the UK and countries in the Caribbean on a map. Use a key, eight compass points and four or six-figure grid references to describe features and locate places on an Ordnance Survey map. Making maps and exploring varied types of maps.	GEOGRAPHY LINK: Settlement & Land Use. Use maps to identify settlements developed by invaders.		**Mapping** Use maps and atlases to locate rainforests.	**Mapping**
		Directional Skills Explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere. Plan a journey using the eight compass points and four or six-figure grid references. Re-visit time zones.			**Fieldwork** Virtual Fieldwork Study - Amazon Rainforest Local fieldwork comparison - Wareham Forest	**Directional Skills**
		Fieldwork Virtual - St Lucia			**Environment & Sustainability** Cause and impact - Explore effects humans are having on the rainforests. Global Warming, Deforestation - David Attenborough. How can we save our world?	**Fieldwork** Jurassic Coast - Lulworth Cove Explore how and why landscapes change over time.
		Environment & Sustainability Fair Trade			**Settlement & Land Use** Compare the Amazon rainforest to local Wareham Forest. Trade, industry & food compared to the UK. Urban/Rural	**Environment & Sustainability** Predict how human and physical factors might change the landscape in the future. Erosion & global warming review.
		Settlement & Land Use Urban/Rural. Compare features of St. Lucia to the UK (settlement and land use, tourism)			**Weather & Climate** Types of weather, patterns, global variations, conditions for life, cause/effect. Explore climate change.	**Settlement & Land Use** Describe how land use has changed overtime. Explore leisure, retail, tourism and housing,
		Weather & Climate Explore climate, seasons and weather patterns of St. Lucia.				**Weather & Climate** Explore how water and weather can change the landscape. Patterns, cause and effect, climate change impact.
		RECALL: continents, oceans.				EMBED: The water cycle and Rivers Yr4
HISTORY	Key Historical Components: **MONARCHY** **POVERTY & WEALTH** **GOVERNMENT** **RELIGION** **SIMILARITIES & DIFFERENCES** **CAUSE & CONSEQUENCE** **CHRONOLOGY** **CONTINUITY & CHANGE** **ANCIENT GREECE** **EVENTS BEYOND LIVING MEMORY** **SIGNIFICANT PLACES - ATHENS** **SIGNIFICANT PEOPLE- ARCHIMEDES & PLATO, HIDDEN FIGURES** Historical Enquiry: **QUESTIONNING** **ANALYSING** **INTERPRETING** **RESEARCHING**		Key Historical Components: **SETTLEMENT** **WAR & CONFLICT** **SIGNIFICANCE** **CAUSE & CONSEQUENCE** **CHRONOLOGY** **CONTINUITY & CHANGE** **VIKING & ANGLO-SAXON RULE** **EARLY CIVILIZATION: MAYAN** **CONTRASTING NON-EUROPEAN SOCIETY** **EVENTS BEYOND LIVING MEMORY** Historical Enquiry: **QUESTIONNING** **RESEARCHING** **INTERPRETING** **EVALUATING** **CONCLUDING** **ORGANISING, COMMUNICATING & PRESENTING**			Significant historical places in their own locality. Key Historical Components: **CHRONOLOGY** **LOCAL HISTORY** **EVENTS BEYOND 1066** Historical Enquiry: **RESEARCHING** **ORGANISING, COMMUNICATING & PRESENTING**
	PARENTS SHARING SESSION		**EV = Ancient Technology Centre Cranbourne** ***Local history***			**EV = LULWORTH COVE**
	Greek Day Black History Month: Martin Luther King					

SCIENCE Yr5 **Scientific Enquiry:** **Maths**	**Forces and space- Earth and space** Exploring some of the key celestial bodies in our Solar System, children learn their names and compare their movements.	**Forces and space- unbalanced forces.** Building on their knowledge of forces, children explore gravity, air resistance and water resistance in more depth and consider the effect of these forces being imbalanced.	**Materials – Mixtures and separation.** Pupils explore different types of mixtures and the different methods that can be used to separate them.	**Materials – Properties and changes.** **Broadening their experience of the properties of materials, children investigate hardness, transparency and conductivity and consider how these properties influence the uses of materials.**	**LIVING THINGS – Life cycles and reproduction** Studying animal life cycles, children learn about the significance of reproduction for a species' survival.	**ANIMALS – Human timeline** Studying human development and changes, children identify key stages and consider what data may help determine if a child is growing normally.	**MAKING CONNECTIONS- Does the size of an asteroid affect the diameter of its crater.** Experimenting, analysing data and drawing conclusions to explore the relationship between the size of model asteroids and the size of the impact crater they create.
ART & DESIGN **DESIGN TECHNOLOGY**	**DESIGN & TECHNOLOGY** Cookery: Greek Food (RECALL: basic principles of healthy diet) Greek Pitta Breads	**ART & DESIGN** Painting – Peter Thorpe	**DESIGN & TECHNOLOGY** Textiles: Designing & Making a bag from recycled materials.	**ART & DESIGN** Printing Sculptures – brooches	**DESIGN & TECHNOLOGY** Mechanics: CAM Toys **(RECALL: materials, tools & mechanisms)** *Painting – Llewelyn Xavier*	**ART & DESIGN** Drawing – Georgia O'Keeffe Developing drawing skills	
PE	Handball (6)	Gymnastics (6)	Swimming *Offsite* (5)	Athletics Sports Day	Golf (6)	Net and Wall (6) *Tennis*	
	Invasion Games (6)	OAA (6)	Football (4)	Dance (6) HAKA	Netball (5)	Athletics	Striking and Fielding (6) *Rounders*
MFL	• Understand the main points including simple opinions from a short, spoken or written passage. • Read and pronounce unfamiliar written words accurately using my knowledge of French phonics. • Join in with and short continuous, conversation including giving simple opinions. • Express opinions using complex sentences. • Prepare a short talk on a familiar subject and present it clearly and confidently. • Sing familiar songs clearly and confidently with accurate pronunciation. • Read aloud a short story containing familiar language clearly and with expression. • Recognise that adjectives endings can change to match the noun they are describing. • Recognise that some nouns have irregular plurals.			• Write simple sentences from memory or adapt sentences by changing a few words. • Prepare a short talk and/or write sentences about a person, place or thing. • Describe what other people do or like doing. • Understand the difference between and meaning of le/la, un/ine, mon, ma mes and use these accurately. • Use the correct article to match the gender of a noun. • Use the third person singular form to describe what others are doing and ask questions e.g. il/elle danse. Or Tu aimes les pommes?' • Use sentence structures that differ from English.		
COMPUTING	Computing systems and networks – Systems and searching. Look at real world systems and how they transfer information between systems and devices. Understand and us search engines.	Creating Media - Video production – Planning, capturing, and editing video to produce a short film.	Programming A - Selection in physical computing:	Data and Information - Flat-file databases: Using a database to order data and create charts to answer questions.	Creating media - Vector drawing: Creating images in a drawing program by using layers and groups of objects.	Programming B - Selection in quizzes: Exploring selection in programming to design and code an interactive quiz.	
MUSIC	• Begin to use voices to compose melodies and explore effects. • Begin to sing songs in two-part harmony. • Perform songs with attention to dynamics, phrasing, articulation and tempo. • Take up tuition on an instrument. Use instruments learned in tuition in class lessons. • Play confidently as an individual and as an ensemble. Begin to play in simple harmony. • Express and justify ideas and opinions about music heard or performed. • Identify different instruments and begin to identify different timbres. • Comment on composer's intention with reference to the dimensions of music.			• Improvise with awareness of musical dimensions. • Identify improvisation within live and recorded music. Eg Jazz. • Compose to a given musical structure eg ABA. • Begin to read and record using staff notation. • Use various methods of notation confidently and clearly. • Compose using the dimensions of music at an appropriate level.		
RE	Hinduism Prayer and Worship What is the best way for a Hindu to show commitment to God?	Christmas Christianity Is the Christmas story true?	Hindu Beliefs Hinduism How can Brahman be everywhere and in everything?	Easter Christianity How significant is it for Christians to believe that God intended Jesus to die?	Hinduism Do beliefs in Karma help Hindus lead good lives?	Beliefs and Practices Christianity What is the best way for a Christian to show commitment to God?	
PSHE & Safeguarding **E-Safety**	Me and My Relationships ABC of Body Safety **E-Safety**: Project Evolve	Valuing Differences Anti-Bullying Week **E-Safety**: Project Evolve	Keeping Myself Safe Road Safety **E-Safety**: Project Evolve	Rights and Responsibilities Consent **E-Safety**: Project Evolve	Being My Best Water Safety **E-Safety**: Project Evolve	Relationships & Sex Education: Growing and Changing **E-Safety**: Project Evolve	

LMPS LONG TERM CURRIULUM MAP — What is on offer for Year 6?

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 6	**VICTORIANS & THE INDUSTRIAL REVOLUTION**		**Monarch Madness**	**UK Government and Politics**	**EXTREME EARTH**	**TRADE & ECONOMICS**
GEOGRAPHY	A study of an aspect or them in British history that extends pupil's knowledge beyond 1066. **RECALL & SECURE: Chronologically secure knowledge of British History – timeline.**		A study of an aspect or them in British history that extends pupil's knowledge beyond 1066. **RECALL & SECURE: Chronologically secure knowledge of World History in prep for KS2 History Curriculum – timeline.**	Key Historical Components: **GOVERNMENT** **SIGNIFICANCE, CAUSE & CONSEQUENCE, CHRONOLOGY** **CONTINUITY & CHANGE** **MONACHY**	**Location & Place** Key areas of natural disasters around the world.	**Location and Place** identify the countries of North and South America, compare to UK and Lytchett. Describe the location and characteristics of a range of places across the Americas, comparing these to the UK.
HISTORY	Key Historical Components: **POVERTY & WEALTH** **INVENTION& TECHNOLOGY** **GOVERNMENT** **SIGNIFICANCE, CAUSE & CONSEQUENCE, CHRONOLOGY** **CONTINUITY & CHANGE** **EVENTS BEYOND LIVING MEMORY** **EVENTS BEYOND 1066** **SIGNIFICANT INDIVIDUALS**: Queen Victoria, Charles Dickens. Historical Enquiry: **QUESTIONNING, ANALYSING, INTERPRETING, RESEARCHING** **Black History Month:** Nelson Mandela **Tree House Drama Day – Industrial Revolution.** **Parents sharing: Christmas Victorian Play**		Key Historical Components: **Modern Democracy** **POVERTY & WEALTH** **TRADE** **MONARCHY** **RELIGION** **SIGNIFICANCE** **CAUSE & CONSEQUENCE** **CHRONOLOGY** **EVENTS BEYOND LIVING MEMORY** **EVENTS BEYOND 1066** **SIGNIFICANT INDIVIDUALS:** Henry VIII, Queen Elizabeth I, Queen Elizabeth II, Historical Enquiry: **QUESTIONNING** **ANALYSING** **INTERPRETING** **RESEARCHING** **CONCLUDING** **ORGANISING, COMMUNICATING & PRESENTING**	Historical Enquiry: **QUESTIONNING** **EVALUATING** **ORGANISING, COMMUNICATING & PRESENTING** **LOCAL HISTORY:** **LOCAL MP and local issues** **GOVERNMENT - MP Visit**	**Human & Physical Features** Volcanoes, earthquakes, tsunamis, tornadoes. Explain the impact of the Chernobyl nuclear disaster **Directional Skills** Explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere. Plan a journey using the eight compass points and four or six-figure grid references. Re-visit time zones. **Environment & Sustainability** Global Warming - taking action. **Settlement & Land Use** Explore the settlement and land use of areas prone to natural disasters. **Weather & Climate** Regional and global variations, Patterns, Conditions, Causes and Effects, Climate Change	**Human & Physical Features** Identify similarities and differences in the human and physical geography of my local area, comparing them to a region of North America. Study landforms. **Mapping** Review types of maps. Use a key, eight compass points and four or six-figure grid references to describe features and locate places on an Ordnance Survey map. Names and locate ancient and new wonders of the world using map knowledge. **Fieldwork** Describe the characteristics and significance of a natural wonder of the Americas. Virtual Fieldwork study. **Environment & Sustainability** Explore fair trade, housing, energy food and farming. **Weather & Climate** Study the climates and biomes of different regions across the Americas. Explore regional and global variations and patterns.
	Industrial Revolution Geographical Impact **Location and Place** Locating key locations of the Industrial Revolution and recapping cities of the UK. **Human & Physical Features** Discussing the importance of river and exploring the history of trade during the Industrial Revolution, which led to the expansion of cities. Explore how the landscape changed throughout the time of the Industrial Revolution. **Mapping** Review types of maps. Use a key, eight compass points and four or six-figure grid references to describe features and locate places on an Ordnance Survey map. Names and locate key cities and rivers linked to the Industrial Revolution. **Directional Skills** Recognising patterns for movement during the Industrial Revolution. **Settlement & Land Use** Draw conclusions and develop informed reasons for the changes in settlement populations, in relation to land use and trade. Colonise in different countries around the world. **TRADE** **Education Visit – Drama Day**					**EV = PGL Residential**

SCIENCE Yr6 Scientific Enquiry:	**Living things – classifying big and small.** Classifying living things by exploring how vertebrates, invertebrates, plants and micro-organisms are grouped according to shared characteristics.	**Energy- Light and reflection.** Examining how light behaves by investigating reflection, shadows and how light travels in straight lines.	**Living things- Evolution and inheritance** Exploring inheritance and evolution by investigating how characteristics can be inherited or influenced by the environment.	**Energy- Circuits, batteries and switches.** Understanding electrical circuits by learning how to represent them using conventional circuit diagrams and models	**Animals, including Humans – Circulation and health.** Learning about the circulatory system by exploring the roles of the heart, blood and blood vessels and using models to demonstrate how they work together.	**MAKING CONNECTIONS: Are some sunglasses safer than others?** Evaluating sun safety by investigating how different sunglasses protect the eyes from light and UV radiation.
ART & DESIGN **DESIGN TECHNOLOGY**	**ART & DESIGN** Painting Printing	**DESIGN & TECHNOLOGY** Mechanics Structural Investigation: Victorian Suspension Bridges	**ART & DESIGN** Drawing	**DESIGN & TECHNOLOGY** Cookery: Bake Off & Costings.	**ART & DESIGN** Sculptures	**DESIGN & TECHNOLOGY** Textiles: Production Link
PE	Netball (4)*	Gymnastics (6)	Football (4)*	Basketball (5)*	Athletics Sports Day	Fitness (5)	Net and Wall (6) *Volleyball*
	Invasion Games (6)	Hockey (4)	Handball (4)	Dance (6) *Through the Decades*	Dodgeball (4)	Athletics	Striking and Fielding (6) *Cricket*
MFL	• Understand the main points and some of the detail from a spoken or written passage including complex phrases and sentences. • Join in with a longer conversation including longer sentences and more complex opinions including giving reasons. • Use a range of spoken language confidently using accurate pronunciation and intonation. • Develop a simple sketch or role-play and perform it to the class. • Understand the main points and some detail from a short written text which contains some unfamiliar language. • Talk about what they are going to do in the present, past and future tense. • Recognise the vous/ils/elles forms of some common verbs in the present tense in written, read and spoken forms.			• Write regular French nouns in the singular and plural forms. • Understand the main points and some detail from a spoken story or poem which contains some familiar language. • Appreciate why certain words have been used in written songs, stories or poems e.g. to create a rhythm. • Use familiar words and sentence structures to write new setences. • Write a short passage from memory including longer or more complex sentences. • Use French articles confidently and accurately. • Construct a short text to describe a place, person or thing using more complex sentences. • Write simple sentences using the future and past tense with help. • Use known rules about building sentences to create new sentences using different vocabulary.		
COMPUTING	Computing Systems and networks - Internet communication: Recognising how the WWW can be used to communicate and be searched to find information.	Creating media – Webpage creation. Create a webpage for chosen purpose.	Programming A - Variables in games: Exploring variables when designing and coding a game.	Data and information - Introduction to spreadsheets: Answering questions by using spreadsheets to organise and calculate data.	Creating Media - 3D modelling: Planning, developing, and evaluating 3D computer models of physical objects.	Programming B – Sensing movement: Designing and coding a project that captures inputs from a physical device. Using a micro-bit to create a step counter.
MUSIC	• Use voices to compose melodies and explore effects. Sing songs in two-part harmony. • Perform songs with attention to dynamics, phrasing, articulation and tempo. • Play all percussion with correct technique and clear sound. • Use instruments learned in tuition in class lessons. Play confidently as an individual and as an ensemble. Play in simple harmony. • Listen to and identify different genres. Identify different instruments and identify different timbres. • Comment on composer's intention with reference to the dimensions of music. • Improvise with awareness of musical dimensions and within different genres eg African drumming, samba, beat boxing. Identify improvisation within live and recorded music. Eg Jazz. • Compose to a given musical structure eg ABA. Read and record using simple staff notation. Use various methods of notation confidently and clearly. Compose using the dimensions of music effectively at an appropriate level.					
PSHE & Safeguarding E-Safety	Me and My Relationships ABC of Body Safety **E-Safety**: Project Evolve	Valuing Differences Anti-Bullying Week **E-Safety**: Project Evolve	Keeping Myself Safe Road Safety **E-Safety**: Project Evolve	Rights and Responsibilities Consent **E-Safety**: Project Evolve	Being My Best Water Safety **E-Safety**: Project Evolve	Relationships & Sex Education: Growing and Changing **E-Safety**: Project Evolve **EV: PGL:** Osmington Bay
RE	Islam What is the best way for a Muslim to show commitment to God?	Christmas Christianity Do Christmas celebrations help Christians understand who Jesus was and why he was reborn?	Christianity What do Catholics and protestants believe and why?	Easter Christianity Is Christianity relevant to the world today?	Beliefs and Moral Values How is the Qur'an vital to Muslims today? Does belief in (Akhirah) life after death help Muslims?	

LMPS - Computing Progression Map

	Computing Systems and Networks.	Creating Media	Programming A	Data and Information	Creating Media	Programming B
EYFS	In EYFS, The Early Learning Goals (ELGs) will be covered through continuous provision and will be revisited when necessary. The applicable ELGs are… • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Work and play cooperatively and take turns with others. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Make comments about what they have heard and ask questions to clarify their understanding. • Begin to show accuracy and care when drawing.					
Year 1	To recognise technology in school and use it responsibly.	To paint a picture using technology. (Laptops & Tablets).	To input a simple code to move a floor robot. (BeeBots)	Assign data with labels to present and group results.	Using a computer to write.	Create algorithms to move a character. (ScratchJr)
Year 2	To identifying IT and how its responsible use improves our world in school and beyond.	Capturing and changing digital photographs for different purposes.	Creating and debugging programs and using logical reasoning to make predictions.	To collect data and present using a pictogram.	Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Designing algorithms and programs to make an interactive quiz.
Year 3	Understand that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	Capturing and editing digital still images to produce a stop- frame animation that tells a story.	Creating sequences in a block-based programming language to make music.	Building and using branching databases to group objects using yes/no questions.	Creating documents by modifying text, images, and page layouts.	Writing algorithms and programs that use a range of events to trigger sequences of actions.
Year 4	Recognising the internet as a network of networks including the WWW.	Capturing and editing audio to produce a podcast.	Using a text- based programming language to explore count- controlled loops when drawing shapes.	Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Manipulate digital images and reflect on the impact of changes and evaluate it.	Using a block- based programming language to explore count-controlled and infinite loops when creating a game.
Year 5	Look at real world systems and how they transfer information between systems and devices. Understand and use search engines.	Plan, capture, and edit videos to produce a short film.	To use a microcontroller to program an output device (LEDs & motors etc).	Using a database to order data and create charts to answer questions.	Creating images in a drawing program by using layers and groups of objects.	Explore selection in programming to design and code an interactive quiz.
Year 6	Recognising how the WWW can be used to communicate and be searched to find information.	Create a web page for a chosen purpose.	Exploring variables when designing and coding a game.	To answer questions by using spreadsheets to organise and calculate data.	Plan, develop, and evaluate 3D computer models of physical objects.	Use a micro:bit to create a step counter.

Online Safety Tool - ProjectEVOLVE?

What is ProjectEVOLVE?

The ProjectEVOLVE toolkit is based on the UKCIS framework “Education for a Connected World” (EFACW). This framework covers knowledge, skills, behaviours and attitudes across eight strands of our online lives from early years right through to eighteen. These outcomes or competencies are mapped to age and progress. The statements guide educators to the areas that they should be discussing with children as they develop their use of online technology.

At Lytchett Matravers Primary School, ProjectEVOLVE is used alongside our computing curriculum, where needed, to support the education of our children.

Early Years - 7

I can recognise some ways in which the internet can be used to communicate. Online Relationships	I can give examples of how I (might) use technology to communicate with people I know Online Relationships	I can identify ways that I can put information on the internet. Online Reputation	I can recognise that information can stay online and could be copied. Online Reputation
I can talk about how to use the internet as a way of finding information online. Managing Online Information	I can explain how passwords are used to protect information, accounts and devices. Privacy and Security	I can explain how passwords can be used to protect information, accounts and devices. Privacy and Security	I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions). Privacy and Security
I can name my work so that others know it belongs to me. Copyright and Ownership	I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content). Copyright and Ownership	I understand that work created by others does not belong to me even if I save a copy Copyright and Ownership	I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. Managing Online Information
I can use simple keywords in search engines Managing Online Information	I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). Managing Online Information		

I can explain what a strong password is and demonstrate how to create one. Privacy and Security	I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. Privacy and Security	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). Privacy and Security	I can explain what to do if a password is shared, lost or stolen. Privacy and Security
I can describe how and why people should keep their software and apps up to date, e.g. auto updates. Privacy and Security	I can describe simple ways to increase privacy on apps and services that provide privacy settings. Privacy and Security	I can demonstrate the use of search tools to find and access online content which can be reused by others. Copyright and Ownership	I can demonstrate how to make references to and acknowledge sources I have used from the internet. Copyright and Ownership
I can explain what autocomplete is and how to choose the best suggestion. Managing Online Information	I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with. Managing Online Information		

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I can explain how identity online can be copied, modified or altered. Self-Image and Identity	I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). Online Relationships	I can explain how to search for information about others online Online Reputation	I can describe how to find out information about others by searching online. Online Reputation
I can explain ways that some of the information about anyone online could have been created, copied or shared by others. Online Reputation	I can search for information about an individual online and summarise the information found. Online Reputation	I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect Online Reputation	I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. Online Reputation
I can describe appropriate ways to behave towards other people online and why this is important. Online Bullying	I can give examples of how bullying behaviour could appear online and how someone can get support. Online Bullying	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). Online Bullying	I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. Online Bullying
I can describe simple strategies for creating and keeping passwords private. Privacy and Security	I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. Privacy and Security	I can describe how connected devices can collect and share anyone's information with others. Privacy and Security	I can describe strategies for keeping personal information private, depending on context. Privacy and Security