

## Whole School Curriculum Map – Spring 2016

Term	Curriculum Area	Robins: Reception to Year 4	Owls: Year 5 & 6
Spring Term	<b>Topic Theme</b>	DINOSAURS AND MORE	Isles of Wonder
	<b>Maths</b>	National Centre for the Excellent Teaching of Maths Progression of Skills and Knowledge. Calculation Policy. Aspects of Singapore Maths.	
		Number and place value, Addition and Subtraction - working with 2/3/4 digit numbers., Geometry: Properties of Shape and Position & Direction linked to map work. Multiplication & Division - securing our times tables relevant for our year groups. Measurement Mass and Time, Fractions, Write in fractions and understand smallest to largest, add fractions	Problem Solving: Problem Solving Monsters and extracting the maths from the problems Multiplication and Division – working with larger numbers and decimals and fractions. Fractions – simplifying, equivalents, adding and subtracting and ordering. Test skills
	<b>English</b>	Fiction: Narrative  Non Fiction: Developing fact finding and scanning and skimming skills. Creating a Non Fiction Booklet/Leaflet/Poster Instructions How to brush a sabre tooth tigers teeth. Drama: Teacher in role, hot seating and freeze frames	Autobiographies and Biographies Information texts about Skara Brae News reports about Victorian Britain Script Writing for our Victorian Britain animations  Grammar – revision of word classes. Conjunctions and developing more complex sentences.
	<b>Science</b>	<b>Rocks</b> <b>Life Processes and Living Things</b>	<b>Materials</b> <b>Rocks</b> <b>Habitats</b>
	<b>PE</b>	Gymnastics Dance Swimming.	Gymnastics Dance Hockey
	<b>Computing</b>	Internet safety Using Cameras - and editing Software Stop Frame Animation	E-Safety Stop Frame Animation Using iMovie
	<b>RE</b>	The Northamptonshire Agreed Syllabus	
		Lent and Easter Theme1: Could Jesus really heal people?. Theme2: What is 'good' about Good Friday?	Sikhism Islam
	<b>History &amp; Geography</b>	Understand chronological timelines (Dinosaurs/Stone Age Periods). Investigate famous 18th Century palaeontologists Mary Anning and William Buckland. Compare Stone Age with Other periods (Present or Iron). What did the earth look like long ago? Where did dinosaurs live? (UK, Europe, world wide – naming and locating counties and cities, locating European counties on a map, looking at a region of the UK) Where have fossils been found?	Prehistoric Britain – Skara Brae and it's inhabitants Victorian Britain – the life of children in Victorian England  Landscapes Geology Mapping and using Longitude and Latitude to plot points
	<b>MFL</b>	Catherine Cheater French	
	<b>Art</b>	Exploring Printing techniques, Leaves, dinosaur footprints, bones. Water colours, like Monet to create dinosaur images.	Using pastels to re-create cave art. Pencil drawings of architecture
	<b>DT</b>	Design and Make Stone Age Dishes to cook on an open fire Design and Make Healthy Foods for Birthday Parties (KS1)	Design and create models of Skara Brae Design and make structures to inhabit, considering materials and their effectiveness
	<b>Music</b>	Exploring descriptive sounds. Rhythm, beat, actions for song words. Percussion accompaniment for songs.	African Drumming – learning and performing
	<b>PHSE</b>	Northamptonshire Syllabus for Personal, Social, Health and Economic Education.	
	Develop the children's sense of personal identity and self worth and teaches them to consider and respect the needs and views of others.	Develop the children's sense of personal identity and self-worth and teaches them to consider and respect the needs and views of others.	
<b>The Unique Child in the EYFS</b>	<b>Prime Areas of Learning</b>		<b>Specific Areas of Learning</b>
	Personal, Social and Emotional development	Communication and Language Physical Development	Literacy Mathematics: Number Shape, Space & Measures Understanding the World Expressive Arts and Design
	Prime areas support fundamental development in all other areas.		Specific areas support essential skills and knowledge for children to participate successfully in society.
	The Characteristics of Effective Learning are developed through an integrated EYFS curriculum in which all areas are given equal weight and planning is driven by children's interests.		

## Whole School Curriculum Map – Autumn 2015

Term	Curriculum Area	Year R – 4 Autumn	Year 5 & 6 Autumn
Autumn Term	Topic Theme	To the infinity and beyond	Amazonia
	Maths	National Centre for the Excellent Teaching of Maths Progression of Skills and Knowledge. Calculation Policy. Aspects of Singapore Maths.	
		<b>Number and place value: Recognising up to 3 digit numbers and 1 decimal places</b> <b>Addition: Written and Mental methods - including money</b> <b>Subtraction: Written and Mental Methods - including money</b> <b>Multiplication: Written and Mental Methods</b> <b>Division: Written and Mental Methods</b> <b>Geometry – properties of shape, position &amp; direction</b> <b>Measurement – Mass and Time</b> <b>Fractions</b>	<b>Place Value: Recognising up to 6 digit numbers and 3 decimal places</b> <b>Addition: Written and Mental methods</b> <b>Subtraction: Written and Mental Methods</b> <b>Multiplication: Written and Mental Methods</b> <b>Division: Written and Mental Methods</b> <b>Fractions: Equivalence / Simplification and comparison</b> <b>Measure: Measuring and Converting mass, length and capacity</b> <b>Measure: Time – 12 and 24 hour clock and measuring time intervals</b> <b>Shape: 3D and 2d shape and their properties</b>
	English	<b>Fantasy Stories linked to The Aliens are Coming</b> <b>Persuasive Writing linked to Bob on The Moon</b> <b>Recounts: Diaries</b> <b>Explanations linked to Space Travel</b> <b>Poetry</b>	<b>Classic Fiction: Rudyard Kipling and the Just So stories</b> <b>Biographies and Autobiographies: Famous Explorers and Scientists</b> <b>Recounts</b> <b>Instructions linked to Harvest</b> <b>Explanations linked to Science and Habitats</b> <b>Poetry</b>
	Science	<b>States of matter</b> <ul style="list-style-type: none"> <li>• Solids, liquids or gases</li> <li>• Change of state</li> <li>• Evaporation and condensation</li> </ul> <b>Light and Sound</b> <ul style="list-style-type: none"> <li>• Shadows, Reflections</li> <li>• Vibration</li> </ul>	<b>Living things and their habitats:</b> <ul style="list-style-type: none"> <li>• Life cycles</li> <li>• Life processes</li> <li>• Classification of plants and animals</li> </ul> <b>Animals:</b> <ul style="list-style-type: none"> <li>• Human Circulatory System</li> <li>• Healthy Lifestyles: diet / exercise</li> </ul>
	PE		Invasion Games / Team Games
	Computing	<b>E-Safety: Uthinkuknow</b> <b>Coding: Scratch - designing and programming</b> <b>Word Processing - typing skills</b>	<b>E-Safety: Cyber Café</b> <b>iMovie – presenting / editing and use of sound effects and lighting</b> <b>Designing and creating programs</b>
	RE	The Northamptonshire Agreed Syllabus	
		<b>Christianity - What did Jesus teach us?</b> <b>Christmas - Jesus as a gift from God</b>	
	History & Geography	<b>Geography:</b> <ul style="list-style-type: none"> <li>• Location of UK countries and cities.</li> <li>• Understanding of the continents and the seas.</li> <li>• Understanding physical and human environmental features.</li> <li>• Developing map skills.</li> <li>• .</li> </ul> <b>History:</b> <ul style="list-style-type: none"> <li>• British History over time - chronological order</li> <li>• The Space Race</li> <li>• Historical Characters - Neil Armstrong, Buzz Aldrin.</li> </ul>	<b>Geography:</b> <ul style="list-style-type: none"> <li>• Location of world's climate zones – tropical rainforests</li> <li>• Understand the impact of human geography on the landscape and climate</li> <li>• Understand the importance of physical geography on our planet.</li> <li>• Environmental Care</li> <li>• Understand differences and similarities between our habitat and those of others around the world.</li> </ul> <b>History:</b> <ul style="list-style-type: none"> <li>• Mayan Civilisation and the impact of change upon it.</li> </ul>
	MFL	Catherine Cheater French	
	Art	<b>Sketchbooks for everyday work</b> <b>Printing - Create printing blocks using a relief or impressed method, create repeating patterns, Print with two colour overlays</b>	<b>Sketchbooks for everyday work</b> <b>Pencil work – drawing animals using graded pencils and pencil drawing techniques.</b> <b>Landscapes using pastels</b>
	DT	Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.	<b>Healthy and Varied Diet</b> <b>Prepare and cook seasonal foods, understanding how they are grown, harvested and processed.</b>
	Music	<b>Music Express Yr R/4</b> <b>Harvest Songs and Celebrations</b>	<b>Music Express Yr 5/6</b> <b>Harvest Songs and Celebrations</b>
	PSHE	<b>Northamptonshire Syllabus for Personal, Social, Health and Economic Education.</b> <b>The features of a good friend, understanding the effect of our actions on others.</b> <b>Identifying the different abilities and needs of others.</b>	<b>I like taking on responsibility and am honest when things go wrong</b> <b>I interact sensitively with others and respect differences</b> <b>I work cooperatively in a group, being kind to others, sharing and taking turns</b> <b>I compromise</b> <b>I react well to new situations</b> <b>I discuss ideas and ask questions as I work towards finding a solution</b> <b>I am a leader in some situations, a follower in others</b> <b>I understand that my behaviour and actions lead to consequences</b> <b>I can offer my own views about moral and ethical issues</b> <b>I can talk about and reflect upon my own beliefs and experiences</b> <b>I respect other peoples' faith, feelings and values</b> <b>I understand and appreciate the range of cultures both in and out of school</b> <b>I willingly participate in artistic, sporting and cultural opportunities</b>

The Unique Child in the EYFS	<b>Prime Areas of Learning</b>			<b>Specific Areas of Learning</b>			
	<b>Personal, Social and Emotional development</b>	<b>Communication and Language</b>	<b>Physical Development</b>	<b>Literacy</b>	<b>Mathematics: Number Shape, Space &amp; Measures</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
	Prime areas support fundamental development in all other areas.			Specific areas support essential skills and knowledge for children to participate successfully in society.			
	The Characteristics of Effective Learning are developed through an integrated EYFS curriculum in which all areas are given equal weight and planning is driven by children's interest						

## Whole School Curriculum Map – Summer 2015

Term	Curriculum Area	Year 1 & 2 Summer	Year 3 & 4 Spring 2 & Summer	Year 4 & 5 Spring 2 and Summer
Spring 2 Term Summer 1 & 2 Terms 2015	<b>Topic Theme</b>	<b>Land Ahoy, and Beachcombers</b>	<b>Water</b>	<b>Antarctic Adventure &amp; Robin Hood</b>
	<b>Maths</b>	<b>National Centre for the Excellent Teaching of Maths Progression of Skills and Knowledge. Calculation Policy. Aspects of Singapore Maths.</b>		
		Consolidate all number bonds and facts to 10 and 20. Use related addition and subtraction facts.. Develop: understanding of Position and Direction and Time.		Time and Dates; Consolidation of calculation and written methods for 4 operations; Problem Solving; 3D shapes and their properties; Area and Perimeter; Averages; Place Value; Mental strategies; Length and Measure; Problem Solving and Measure; Approaches to problem solving.
	<b>English</b>	<p><b>Non-Fiction:</b> Poetry, Riddles, Non Chronological Report, Letter</p> <p><b>Fiction:</b> Character Descriptions, Narrative. Recount and Instructions, Stories with the Same Author: Rhonda Armitage</p> <p><b>Grammar:</b> to begin to punctuate sentences using a capital letter and a full stop, ? and !. To use a capital letter for names of people, places, the days of the week, and 'I' To use familiar and new punctuation correctly including capital letters, full stops, !, ?, commas for lists and apostrophes for contractions possession. Developing plural s es ies.</p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Non- Fiction:</b> biography, persuasion, balanced argument, newspaper, non chron report</p> <p><b>Fiction:</b> narrative set underwater, narrative with river setting poetry</p> <p><b>Grammar:</b> commas for embedded clauses, chronological connectives, nouns / pronouns, conjunctions, commas in lists, inverted commas, question and exclamation marks, fronted adverbials followed by commas, possessive apostrophes, range of conjunctions, standard verb inflections, a and an, prepositions subheadings...</p>	<p><b>Non-Fiction:</b> Persuasive writing, Letter writing, Newspaper reports, Instructions</p> <p><b>Fiction:</b> Narrative with emotions, Narrative building tension</p> <p><b>Grammar:</b> Connectives, Complex and Compound sentences, Punctuation: commas, colons, semi-colons, brackets and ellipses. Punctuation for effect, Adverbial phrases and prepositions within those, Apostrophes for possession and contraction, Advance time connectives for instructional writing.</p>
	<b>Science</b>	<p><b>Plants</b></p> <p>to describe the basic structure of flowering plants/tree</p> <p>to observe and describe how seeds grow</p> <p>to find out and describe how plants need water, light and a suitable temperature to grow</p> <p>to identify and name a variety of plants and animals</p> <p>to identify that most living things live in habitats to which they are suited</p> <p>to identify and name a variety of plants and animals</p> <p><b>Earth</b></p> <p>to observe and describe weather associated with the seasons and how day length varies</p> <p><b>Working Scientifically</b></p> <p>to perform simple tests</p> <p>to use their observations and ideas to suggest answers to questions</p>	<p><b>biology – living things and animals:</b></p> <p>animals can't make food get energy from food</p> <p>animals have skeletons for movement, support protection</p> <p>compare teeth of human and animal</p> <p>recognise environments change pose dangers</p> <p>human digestive system</p> <p><b>physics – sound:</b></p> <p>vibrations from sound travel through medium to ear</p> <p>sounds get fainter further away from ear</p> <p>technological enquiry make an instrument can make 3 pitches</p> <p><b>physics – electricity:</b></p> <p>name basic parts of a circuit</p> <p>identify whether a circuit is complete</p> <p>recognise conductors and insulators,</p> <p><b>chemistry – change of matter:</b></p> <p>classify and describe solids liquids and gasses</p> <p>materials change state when heated or cooled</p> <p>measure temperature when material changes state</p> <p>evaporation and condensation</p> <p>rate of evaporation and temperature</p> <p>differences between properties of materials</p> <p>reversible irreversible changes</p>	<p><b>Physics:</b></p> <p><b>Forces and magnets</b></p> <p>to compare how things move on different surfaces</p> <p>to notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>to explain effects of air/water resistance and friction</p> <p>to recognise that some mechanisms allow a smaller force to have a greater effect</p> <p><b>Chemistry:</b></p> <p><b>Properties and changes of materials</b></p> <p>to compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>to know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>to use knowledge of solids, liquids and gases to separate mixtures, including through filtering, sieving and evaporating</p> <p><b>Biology:</b></p> <p><b>Evolution and inheritance</b></p> <p>to recognise that living things change over time and that fossils provide information about this</p> <p>to identify how animals and plants are adapted to suit their environment in different ways</p>
	<b>PE</b>	<b>Ball and Team Games.</b>	<b>Ball and Team Games..</b>	<b>Ball and Team Games; Invasion Games; Athletics; Gymnastics</b>
<b>Computing</b>	To practice skills to select, edit and change images. To use a range of still images to create a short animated sequence. To discuss how messages can be sent in the 21st century, (email)	navigate a programming app, digital media link to art, create a sprite, control sprite, use conditional inputs, create a 3D world, programme sprite to navigate 3D world, patterns and montages iMovie link to poetry, use conditional statements	To use technology purposefully to create, organise, store, manipulate and retrieve digital content To recognise common uses of information technology beyond school	

	To look at e-safety and ensure all children are aware of rules to keep them safe.	to control objects, plan and create audio for podcast link to newspapers	To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies To understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
RE	Describe some religious ideas from stories. What makes a book special? What makes a good story? Why is the bible special to Christians? What stories are in the bible?	The Northamptonshire Agreed Syllabus	
History & Geography	To learn about the lives of significant individuals in the past who have contributed to national and international achievements : Blackbeard, Grace O'Malley, Will and Sir Francis Drake, Grace Darling. Compare life now and then To locate and identify the seas surrounding the UK. To use compass directions and create simple maps with keys. To use locational and directional language. To name and locate the five oceans of the world, and the seven continents. To find out what the weather is in school grounds (and local area). To use different weather instruments to record information about the weather. To look at how weather varies at different times (e.g. daily, weekly, seasonally) and in different places.	how things from the past affect things today, 2 versions of the same event, place events on a time line, divide history into 19th 20th and 21st cent, give reasons for different accounts name and locate oceans, name and locate continents, use 8 compass directions, use 4 figure grid reference, physical geography rivers water cycle	To know events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight and events commemorated through festivals or anniversaries To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods . To learn about significant historical events, people and places in their own locality. To understand the terms latitude, longitude, Equator, N & S Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle and time zones. To understand geographical similarities and differences between an area in the UK and a contrasting European and non-European country. To use compass directions (4 points 8 points) and locational and directional language to describe the location of features and routes on a map To use 4- and 6-figure grid references, symbols and key to build their knowledge of the UK and the wider world To use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key To use simple fieldwork to observe, measure and present the geography of their school and grounds and its key human and physical features, using a range of methods including sketch maps, plans and graphs, and digital technologies.
MFL		Catherine Cheater French	

<b>Art</b>	Mix primary colours to make secondary colours and replicate the sea to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	look at Andy Warhol contrast to methods of other artists, use digital media to paint over photos link to computing, learn how printing is done by designers, plan design using annotated drawings to explain, printing underwater designs	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space				
<b>DT</b>	Use a range of materials creatively to design and make products : make and evaluate a 'pirate ship' moving picture using appropriate tools and accurate measuring.  Make and taste Medieval Pottage - where does food come from?	identify appliances that use electricity, design a product that needs a working circuit, produce the product with a working circuit	To select from and use a wide range of tools and equipment to perform practical tasks accurately To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics, functional properties and aesthetic qualities To build structures, exploring how they can be made stronger, stiffer and more stable				
<b>Music</b>	to use their voices expressively and creatively by singing songs and speaking chants and rhymes	identify how sounds are made (vibrations) patterns between pitch of instrument and size, patterns between strength of vibration and volume, minim crotchet semibreve, rests, pitch, given rhythm compose melody, given pitch compose rhythm, combine, perform	To use their voices expressively and creatively by singing songs and speaking chants and rhymes Perform live in front of an audience.				
<b>PSHE</b>	Northamptonshire Syllabus for Personal, Social, Health and Economic Education.						
	The features of a good friend, understanding the effect of our actions on others. Identifying the different abilities and needs of others.	I like taking on responsibility and am honest when things go wrong I interact sensitively with others and respect differences I work cooperatively in a group, being kind to others, sharing and taking turns I compromise I react well to new situations I discuss ideas and ask questions as I work towards finding a solution I am a leader in some situations, a follower in others I understand that my behaviour and actions lead to consequences I can offer my own views about moral and ethical issues I can talk about and reflect upon my own beliefs and experiences I respect other peoples' faith, feelings and values I understand and appreciate the range of cultures both in and out of school I willingly participate in artistic, sporting and cultural opportunities	Friendship: Consideration of others feelings; Consideration of others opinions in paired and group work and the importance of collaboration.  Democracy: The foundations of democracy in our country and the world. The historical imp[act of events on democracy and consideration of what life would have been like had these events not happened.				
<b>The Unique Child in the EYFS</b>	<b>Prime Areas of Learning</b>			<b>Specific Areas of Learning</b>			
	Personal, Social and Emotional development	Communication and Language	Physical Development	Literacy	Mathematics: Number Shape, Space & Measures	Understanding the World	Expressive Arts and Design
	Prime areas support fundamental development in all other areas.			Specific areas support essential skills and knowledge for children to participate successfully in society.			
The Characteristics of Effective Learning are developed through an integrated EYFS curriculum in which all areas are given equal weight and planning is driven by children's interests.							

## Whole School Curriculum Map – Spring 2015

Term	Curriculum Area	Year 1 & 2 (Spring 1&2)	Year 3 & 4 (Spring 1)	Year 5 & 6 (See Autumn for Spring 1)
Spring Term	<b>Topic Theme</b>		Creaton: Local Study	
	<b>Maths</b>	National Centre for the Excellent Teaching of Maths Progression of Skills and Knowledge. Calculation Policy. Aspects of Singapore Maths.		
		Number and place value, measurement, statistics, algebra	Geometry addition and subtraction problem solving	
	<b>English</b>	Non-Fiction: Non-chronological report, diary, Fiction: Narrative, poetry (onomatopoeia) Grammar: Word structure (suffixes), sentence structure (joining clauses, subordination and coordination), text structure (past, present progressive)	Non- Fiction: explanation text based on Geography land use study Fiction: narrative based on traditional tale of warning Grammar: causal connectives possessive apostrophes inverted commas direct speech	Non-Fiction: Fiction: Grammar:
	<b>Science</b>	Living things and their habitats, Animals, including humans Working scientifically: identifying and classifying, using observations to answer questions		
	<b>PE</b>	Swimming.	Swimming. Gymnastics, Hockey	
	<b>Computing</b>	Creating and debugging simple programs, Algorithms, Manipulating digital content	Multimedia and word processing Digital media Communication and collaboration Data	
	<b>RE</b>	The Northamptonshire Agreed Syllabus		
		Hinduism, Belonging, Celebration, Significant religious stories	Hinduism	
	<b>History &amp; Geography</b>	Significant individuals in the past- Charles Darwin and HMS Beagle, To understand geographical similarities and differences between the UK and a contrasting non-European country To use geographical vocabulary for physical features To use compass directions, locational and directional language to describe the location of features and routes on a map.	carry out a local study houses and settlements, buildings and their use reasons for change, similarities and differences using documents photos visits and maps carry out a local study locate human and physical characteristics and make maps showing these features locate land use patterns and use digital technologies to observe these	
	<b>MFL</b>		Catherine Cheater French	
	<b>Art</b>	To develop a range of techniques in using colour, pattern, texture, line, shape, form and space Observational sketches of animals		
	<b>DT</b>	To generate and develop ideas using prototypes To build structures which can be made stronger, stiffer and more stable To explore and use mechanisms in design products (wheels, fans and propellers) To select from and use a wide range of tools and equipment	Select and use a range of tools, equipment, materials and components including sewing	
	<b>Music</b>	To experiment with, create, select and combine sounds using the interrelated dimensions of music	Sing songs from memory with accurate pitch Sing in tune and pronounce words clearly Maintain a simple part within a group Play notes on instruments so they sound clear	
	<b>PSHE</b>	Northamptonshire Syllabus for Personal, Social, Health and Economic Education.		
	The features of a good friend, understanding the effect of our actions on others. Identifying the different abilities and needs of others.	The features of a good friend, Understanding the effect of our actions on others.		Friendship Democracy
<b>The Unique Child</b>	Prime Areas of Learning			Specific Areas of Learning
	Personal, Social and	Communication and	Physical Development	Literacy Mathematics: Understanding the Expressive Arts and

	<b>in the EYFS</b>	<b>Emotional development</b>	<b>Language</b>			<b>Number Shape, Space &amp; Measures</b>	<b>World</b>	<b>Design</b>	
		<b>Prime areas support fundamental development in all other areas.</b>				<b>Specific areas support essential skills and knowledge for children to participate successfully in society.</b>			
		<b>The Characteristics of Effective Learning are developed through an integrated EYFS curriculum in which all areas are given equal weight and planning is driven by children's interests.</b>							

## Whole School Curriculum Map – Autumn 2014

Term	Curriculum Area	Year 1 & 2	Year 3 & 4	Year 5 & 6 (Including Spring 1)
Autumn Term	Topic Theme	A Basketful of Memories	Farm Boy	War Game
	Maths	National Centre for the Excellent Teaching of Maths Progression of Skills and Knowledge. Calculation Policy. Aspects of Singapore Maths.		
		Measurement, timelines, data handling, ordering cardinal numbers	Place value, Addition, Subtraction, Data handling - graphs, Measurement – length and area, Multiplication and Division	Number and Place Value, Rounding and Estimation, Angles, Measure, Addition, Subtraction, Statistics, Fractions
	English	Non-Fiction: Instructions, Non-chronological report Fiction: Narrative/Prose, Poetry	Non-Fiction: Non-chronological report, Instructions, Recount Fiction: Letters, Poetry, Drama: Conscience alley, writing in role, teacher in role, hot seating and freeze frames	Non-Fiction: Persuasive Writing, Recounts, Diary, Biography Fiction: Narrative, Poetry, Descriptive Poetry Grammar: Sentence Structure / Punctuation
	Science	Sound: what helps and hinders hearing, changing volume of sounds. Animals, including humans: Growing from baby to adult, basic needs for survival, food groups, eating a balanced and varied diet.	Animals including humans: Exploring food webs and food chains on a farm, Classifying vertebrates by creating flow charts, Plants: Experimenting to see if the soil on mars would be suitable for farming, Sorting food into groups based on the part of the plant that is eaten, Investigating how a plant uses water, Investigating the essential conditions for germination, Investigate the life cycle of a hen,	Earth, Sun and Moon Light The Human Eye
	PE	Target games: rolling, sliding, throwing and kicking for accuracy. Dance: movement in different directions, changing speed and style of movement, using dance imaginatively. Swimming.	Invasion Games. Tag Rugby: Defending, tagging and supporting. Ball skills: Passing, kicking, catching from stationary and moving. Creating own game. Swimming.	Tag Rugby: Defending, tagging and supporting. Gymnastics: balancing, connecting between balances, jumping.
	Computing	Internet safety. Using a keyboard and mouse to control items on screen. Using Google to find information and images. Accessing webpages as a source of information. Inputting text, using copy and paste to insert images into a text document. Google Earth.	Internet safety Using Google to search for information and images Looking at routes on Google maps and identifying geographical features	iMovie – using and applying skills to make, edit and finish films. Internet Explorer – safe and efficient use of the internet as a research tool. E-Safety – safe ways of searching and using the internet.
	RE	The Northamptonshire Agreed Syllabus		
		Christianity, Churches as special places, The Christmas Story	Thankfulness Harvest Christmas	Christmas around the world Role of the church in Remembrance.
	History & Geography	Events within and beyond living memory. Ordering key historical events in the Gunpowder Plot. Identifying the viewpoint of key historical figures. Atlas skills. Naming the countries and capital cities of the United Kingdom. Identifying the continents and oceans of the world. Using a key to identify the features of a map.	Exploring farming in the past Using fictional texts to gain an understanding of a time period  Exploring the different jobs done by a farmer in different months Identifying geographical features in the locality	Consider times within a historical timeline. Describe changes that have happened over time. Name significant dates. Choose reliable sources of evidence to understand how people lived. Understand how things of the past can impact upon today. Understand how different accounts and viewpoints affect our understanding of history. Consider the impact of war upon the physical and political landscape of Europe.
	MFL	Catherine Cheater French		
	Art	Collages in the style of Frank Stella. Using media to capture experiences and observations. Paint techniques	Drawings in the style of Henry Moore Clay models of sheep Paintings in the style of Cezanne	3D Modelling – trenches Textiles – sewing of poppies and collage War Art in the style of Paul Nash and others
DT	Baking muffins, Christmas decoration making	Making apple crumble Printing napkins with fruit and fabric dye Making fruit smoothies	Sausage casserole / Trench Stew Designing and creating periscopes	

	<b>Music</b>	Making un-tuned string and percussion instruments, using language to describe volume. Grouping instruments according to their sound and how they are played. Singing traditional songs and carols.	Exploring descriptive sounds. Rhythm, beat, actions for song words. Percussion accompaniment for songs.	WW1 Music – Pack up your troubles Impact of music on people during war Impact of music on mood – choosing music to reflect and support the aims of film.			
	<b>PSHE</b>	Northamptonshire Syllabus for Personal, Social, Health and Economic Education.					
		The features of a good friend, understanding the effect of our actions on others. Identifying the different abilities and needs of others.	The features of a good friend, Understanding the effect of our actions on others.	Friendship Democracy			
	<b>The Unique Child in the EYFS</b>	<b>Prime Areas of Learning</b>		<b>Specific Areas of Learning</b>			
		Personal, Social and Emotional development	Communication and Language	Physical Development	Literacy	Mathematics: Number Shape, Space & Measures	Understanding the World
	Prime areas support fundamental development in all other areas.			Specific areas support essential skills and knowledge for children to participate successfully in society.			
	The Characteristics of Effective Learning are developed through an integrated EYFS curriculum in which all areas are given equal weight and planning is driven by children's interests.						

## Whole School Curriculum Map - Spring

Term	Curriculum Area	Year 1 & 2 (Spring 1&2)	Year 3 & 4 (Spring 1)	Year 5 & 6 (See Autumn for Spring 1)
Spring Term	Topic Theme		Creaton: Local Study	
	Maths	National Centre for the Excellent Teaching of Maths Progression of Skills and Knowledge. Calculation Policy. Aspects of Singapore Maths.		
		Number and place value, measurement, statistics, algebra	Geometry addition and subtraction problem solving	
	English	Non-Fiction: Non-chronological report, diary, Fiction: Narrative, poetry (onomatopoeia) Grammar: Word structure (suffixes), sentence structure (joining clauses, subordination and coordination), text structure (past, present progressive)	Non- Fiction: explanation text based on Geography land use study Fiction: narrative based on traditional tale of warning Grammar: causal connectives possessive apostrophes inverted commas direct speech	Non-Fiction: Fiction: Grammar:
	Science	Living things and their habitats, Animals, including humans Working scientifically: identifying and classifying, using observations to answer questions		
	PE	Swimming.	Swimming. Gymnastics, Hockey	
	Computing	Creating and debugging simple programs, Algorithms, Manipulating digital content	Multimedia and word processing Digital media Communication and collaboration Data	
	RE	The Northamptonshire Agreed Syllabus		
		Hinduism, Belonging, Celebration, Significant religious stories	Hinduism	
	History & Geography	Significant individuals in the past- Charles Darwin and HMS Beagle, To understand geographical similarities and differences between the UK and a contrasting non-European country To use geographical vocabulary for physical features To use compass directions, locational and directional language to describe the location of features and routes on a map.	carry out a local study houses and settlements, buildings and their use reasons for change, similarities and differences using documents photos visits and maps carry out a local study locate human and physical characteristics and make maps showing these features locate land use patterns and use digital technologies to observe these	
	MFL		Catherine Cheater French	
	Art	To develop a range of techniques in using colour, pattern, texture, line, shape, form and space Observational sketches of animals		
	DT	To generate and develop ideas using prototypes To build structures which can be made stronger, stiffer and more stable To explore and use mechanisms in design products (wheels, fans and propellers) To select from and use a wide range of tools and equipment	Select and use a range of tools, equipment, materials and components including sewing	
Music	To experiment with, create, select and combine sounds using the interrelated dimensions of music	Sing songs from memory with accurate pitch Sing in tune and pronounce words clearly Maintain a simple part within a group Play notes on instruments so they sound clear		
PSHE	Northamptonshire Syllabus for Personal, Social, Health and Economic Education.			
	The features of a good friend, understanding the effect of our actions on others. Identifying the different abilities and needs of others.	The features of a good friend, Understanding the effect of our actions on others.		Friendship Democracy

<b>The Unique Child in the EYFS</b>	<b>Prime Areas of Learning</b>			<b>Specific Areas of Learning</b>			
	Personal, Social and Emotional development	Communication and Language	Physical Development	Literacy	Mathematics: Number Shape, Space & Measures	Understanding the World	Expressive Arts and Design
	Prime areas support fundamental development in all other areas.			Specific areas support essential skills and knowledge for children to participate successfully in society.			
	The Characteristics of Effective Learning are developed through an integrated EYFS curriculum in which all areas are given equal weight and planning is driven by children's interests.						

## Whole School Curriculum Map

Term	Curriculum Area	Year 1 & 2 Summer	Year 3 & 4 Spring 2 & Summer	Year 5 & 6 Spring 2 and Summer
Spring 2 Term Summer 1 & 2 Terms	<b>Topic Theme</b>	<b>Land Ahoy, and Beachcombers</b>	<b>Water</b>	<b>Antarctic Adventure &amp; Robin Hood</b>
	<b>Maths</b>	<b>National Centre for the Excellent Teaching of Maths Progression of Skills and Knowledge. Calculation Policy. Aspects of Singapore Maths.</b>		
		Consolidate all number bonds and facts to 10 and 20. Use related addition and subtraction facts.. Develop: understanding of Position and Direction and Time.		Time and Dates; Consolidation of calculation and written methods for 4 operations; Problem Solving; 3D shapes and their properties; Area and Perimeter; Averages; Place Value; Mental strategies; Length and Measure; Problem Solving and Measure; Approaches to problem solving.
	<b>English</b>	<p><b>Non-Fiction:</b> Poetry, Riddles, Non Chronological Report, Letter Instructions, Stories with the Same Author: Rhonda Armitage</p> <p><b>Fiction:</b> Character Descriptions, Narrative. Recount and</p> <p><b>Grammar:</b> to begin to punctuate sentences using a capital letter and a full stop, ? and !. To use a capital letter for names of people, places, the days of the week, and 'I' To use familiar and new punctuation correctly including capital letters, full stops, !, ?, commas for lists and apostrophes for contractions possession. Developing plural s es ies.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Non- Fiction:</b> biography, persuasion, balanced argument, newspaper, non chron report</p> <p><b>Fiction:</b> narrative set underwater, narrative with river setting poetry</p> <p><b>Grammar:</b> commas for embedded clauses, chronological connectives, nouns / pronouns, conjunctions, commas in lists, inverted commas, question and exclamation marks, fronted adverbials followed by commas, possessive apostrophes, range of conjunctions, standard verb inflections, a and an, prepositions subheadings...</p>	<p><b>Non-Fiction:</b> Persuasive writing, Letter writing, Newspaper reports, Instructions</p> <p><b>Fiction:</b> Narrative with emotions, Narrative building tension</p> <p><b>Grammar:</b> Connectives, Complex and Compound sentences, Punctuation: commas, colons, semi-colons, brackets and ellipses. Punctuation for effect, Adverbial phrases and prepositions within those, Apostrophes for possession and contraction, Advance time connectives for instructional writing.</p>
	<b>Science</b>	<p><b>Plants</b></p> <p>to describe the basic structure of flowering plants/tree</p> <p>to observe and describe how seeds grow</p> <p>to find out and describe how plants need water, light and a suitable temperature to grow</p> <p>to identify and name a variety of plants and animals</p> <p>to identify that most living things live in habitats to which they are suited</p> <p>to identify and name a variety of plants and animals</p> <p><b>Earth</b></p> <p>to observe and describe weather associated with the seasons and how day length varies</p> <p><b>Working Scientifically</b></p> <p>to perform simple tests</p> <p>to use their observations and ideas to suggest answers to questions</p>	<p><b>biology – living things and animals:</b></p> <p>animals can't make food get energy from food</p> <p>animals have skeletons for movement, support protection</p> <p>compare teeth of human and animal</p> <p>recognise environments change pose dangers</p> <p>human digestive system</p> <p><b>physics – sound:</b></p> <p>vibrations from sound travel through medium to ear</p> <p>sounds get fainter further away from ear</p> <p>technological enquiry make an instrument can make 3 pitches</p> <p><b>physics – electricity:</b></p> <p>name basic parts of a circuit</p> <p>identify whether a circuit is complete</p> <p>recognise conductors and insulators,</p> <p><b>chemistry – change of matter:</b></p> <p>classify and describe solids liquids and gasses</p> <p>materials change state when heated or cooled</p> <p>measure temperature when material changes state</p> <p>evaporation and condensation</p> <p>rate of evaporation and temperature</p> <p>differences between properties of materials</p> <p>reversible irreversible changes</p>	<p><b>Physics:</b></p> <p><b>Forces and magnets</b></p> <p>to compare how things move on different surfaces</p> <p>to notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>to explain effects of air/water resistance and friction</p> <p>to recognise that some mechanisms allow a smaller force to have a greater effect</p> <p><b>Chemistry:</b></p> <p><b>Properties and changes of materials</b></p> <p>to compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>to know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>to use knowledge of solids, liquids and gases to separate mixtures, including through filtering, sieving and evaporating</p> <p><b>Biology:</b></p> <p><b>Evolution and inheritance</b></p> <p>to recognise that living things change over time and that fossils provide information about this</p> <p>to identify how animals and plants are adapted to suit their environment in different ways</p>
<b>PE</b>	<b>Ball and Team Games.</b>	<b>Ball and Team Games..</b>	<b>Ball and Team Games; Invasion Games; Athletics; Gymnastics</b>	

	<p><b>Computing</b></p> <p>To practice skills to select, edit and change images. To use a range of still images to create a short animated sequence. To discuss how messages can be sent in the 21st century, (email) To look at e-safety and ensure all children are aware of rules to keep them safe.</p>		<p>navigate a programming app, digital media link to art, create a sprite, control sprite, use conditional inputs, create a 3D world, programme sprite to navigate 3D world, patterns and montages iMovie link to poetry, use conditional statements to control objects, plan and create audio for podcast link to newspapers</p>	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content To recognise common uses of information technology beyond school To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies To understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
	<p><b>RE</b></p> <p>Describe some religious ideas from stories. What makes a book special? What makes a good story? Why is the bible special to Christians? What stories are in the bible?</p>	<p>The Northamptonshire Agreed Syllabus</p>		<p>I can explain the significance of some religious beliefs, teachings and events for members of faith communities. I can explain the practices and lifestyles involved in belonging to a faith community. I can explain some of the differing ways that believers show their beliefs, ideas and teachings.</p>
	<p><b>History &amp; Geography</b></p> <p>To learn about the lives of significant individuals in the past who have contributed to national and international achievements : Blackbeard, Grace O'Malley, Will and Sir Francis Drake, Grace Darling. Compare life now and then To locate and identify the seas surrounding the UK. To use compass directions and create simple maps with keys. To use locational and directional language. To name and locate the five oceans of the world, and the seven continents. To find out what the weather is in school grounds (and local area). To use different weather instruments to record information about the weather. To look at how weather varies at different times (e.g. daily, weekly, seasonally) and in different places.</p>		<p>how things from the past affect things today, 2 versions of the same event, place events on a time line, divide history into 19th 20th and 21st cent, give reasons for different accounts name and locate oceans, name and locate continents, use 8 compass directions, use 4 figure grid reference, physical geography rivers water cycle</p>	<p>To know events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight and events commemorated through festivals or anniversaries To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods . To learn about significant historical events, people and places in their own locality. To understand the terms latitude, longitude, Equator, N &amp; S Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle and time zones. To understand geographical similarities and differences between an area in the UK and a contrasting European and non-European country. To use compass directions (4 points 8 points) and locational and directional language to describe the location of features and routes on a map To use 4- and 6-figure grid references, symbols and key to build their knowledge of the UK and the wider world To use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key To use simple fieldwork to observe, measure and present the geography of their school and grounds and its key human and physical features, using a range of methods including sketch maps, plans and graphs, and digital technologies.</p>

<b>MFL</b>			<b>Catherine Cheater French</b>				
<b>Art</b>	Mix primary colours to make secondary colours and replicate the sea to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	look at Andy Warhol contrast to methods of other artists, use digital media to paint over photos link to computing, learn how printing is done by designers, plan design using annotated drawings to explain, printing underwater designs	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space				
<b>DT</b>	Use a range of materials creatively to design and make products : make and evaluate a 'pirate ship' moving picture using appropriate tools and accurate measuring.  Make and taste Medieval Pottage - where does food come from?	identify appliances that use electricity, design a product that needs a working circuit, produce the product with a working circuit	To select from and use a wide range of tools and equipment to perform practical tasks accurately To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics, functional properties and aesthetic qualities To build structures, exploring how they can be made stronger, stiffer and more stable				
<b>Music</b>	to use their voices expressively and creatively by singing songs and speaking chants and rhymes	identify how sounds are made (vibrations) patterns between pitch of instrument and size, patterns between strength of vibration and volume, minim crotchet semibreve, rests, pitch, given rhythm compose melody, given pitch compose rhythm, combine, perform	To use their voices expressively and creatively by singing songs and speaking chants and rhymes Perform live in front of an audience.				
<b>PSHE</b>	Northamptonshire Syllabus for Personal, Social, Health and Economic Education.						
The features of a good friend, understanding the effect of our actions on others. Identifying the different abilities and needs of others.	I like taking on responsibility and am honest when things go wrong I interact sensitively with others and respect differences I work cooperatively in a group, being kind to others, sharing and taking turns I compromise I react well to new situations I discuss ideas and ask questions as I work towards finding a solution I am a leader in some situations, a follower in others I understand that my behaviour and actions lead to consequences I can offer my own views about moral and ethical issues I can talk about and reflect upon my own beliefs and experiences I respect other peoples' faith, feelings and values I understand and appreciate the range of cultures both in and out of school I willingly participate in artistic, sporting and cultural opportunities	Friendship: Consideration of others feelings; Consideration of others opinions in paired and group work and the importance of collaboration.  Democracy: The foundations of democracy in our country and the world. The historical imp[act] of events on democracy and consideration of what life would have been like had these events not happened.					
<b>The Unique Child in the EYFS</b>	<b>Prime Areas of Learning</b>			<b>Specific Areas of Learning</b>			
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