



Curriculum Map – Excluding Maths/Eng

Subject	Term	Year 1	Year 2	Year 3	Year 4
Science	Autumn	Animals including Humans -The Human Body Seasonal Changes	Living Things and their Habitats	Rocks	States of Matter
	Spring	Everyday Materials/ Seasonal Changes	Uses of Everyday Materials	Forces and Magnets/Light	Sound/Electricity
	Summer	Plants/Animals Including Humans - Animals	Plants/Animals including Humans	Plants/Animals including Humans	Animals Including Humans/Living Things and Their Habitats
Computing	Autumn	E – Safety/ Computer Science - Programming	E – Safety/ Computer Science - Programming	E – Safety/ Computer Science - Programming	E – Safety/ Computer Science - Programming
	Spring	Information Technology – Introduction to Core Skills	Information Technology – Publishing for an audience/ Book creating	Information Technology – Game Creating/ Interviewing	Information Technology – Animation/Presenting Information
	Summer	Multimedia/ Computer Science - Programming	Multimedia/ Computer Science - Programming	Data/Statistics/ Computer Science - Programming	Data/Statistics/ Computer Science - Programming
RE	Autumn	Who is God? Why does Christmas Matter to Christians?	What do Jewish People believe? What are celebrations?	Why do we have celebrations?	How and why do people make the world a better place?
	Spring	What is Easter and why does it matter to Christians? What makes a book special?	Who is an inspiring person? What is the good news that Jesus brings?	Where how and why do people worship?	What is the trinity and why is it important to Christians? Why do Christians call the day Jesus died ‘Good Friday’?
	Summer	What is God like? How do we show we care for others?	Who is a Muslim and what do they believe? Where is God?	How and why do people follow Jesus?	Why do some people think life is like a journey?
Life Learning (PSHCE)	Autumn	Health and Wellbeing/All about Me	Rules/Behaviour	Keeping Safe	Health and Well Being
	Spring	Relationships/Feelings and Emotions	Relationships/Feelings and Emotions	Building Positive Relationships	Maintaining and Understanding Relationships
	Summer	Living in the Wider World/Rights and Responsibilities	Living in the Wider World/Road Safety	Living in the Wider World	Understanding the Wider World
Art & Design Tech	Autumn	Sketching/Sculpture	Earth Art Shading/Sculpture	Cave Painting	Mosaics/Roman Shields
	Spring	Food Technology	Sketching	Shaduf Building/Egyptian Bread	Textiles – Make Do and Mend/ Ration Recipes
	Summer	Textiles	Watercolours Scenes/ Puppets	Pottery Sculpting	Hokusai’s Great Wave
Music	Autumn	CHARANGA Unit – Rap!	Recorders	Samba Drumming	Ocarina
	Spring	CHARANGA Unit - TBC	Ocarinas	SING UP!	
	Summer	Ocarina (Led by Year 4 Music Leaders)	CHARANGA Unit – We want to be Rockstars!	CHARANGA Unit - TBC	CHARANGA Unit – Lean On Me
Drama (part of english)	Autumn	Christmas Productions Prickly Hay! Lights, Camel, Action!			
	Spring	Pirates/carnival & Peter Pan	<i>Great Fire of London & Titanic The Globe Theatre(historical)</i>	<i>The Ancient Egyptians - drama performed mainly around religious ceremonies as opposed to entertain.</i>	WW2 Radio(Wireless) Broadcasts/Playscripts
	Summer				Year 4 Leaver’s Production
History	Autumn	Changes within/beyond Living Memory - Transport	Significant Historical Places in their own locality	Changes in Britain from The Stone Age to The Iron Age	The Roman Empire and its Impact on Britain Britain’s settlement by The Anglo Saxons and Scots
	Spring	The Lives of significant individuals – Pirates Significant historical people and places in their own locality	Events Beyond Living Memory – The Great Fire of London Significant Historical Events – Titanic	The Achievements of the Earliest Civilisations – Ancient Egypt	A study/aspect of British history – World War 2
	Summer	Significant Historical Events people, places in their own locality/ The Lives of significant individuals – Magic!	Significant Historical People and Places in their own locality	Ancient Greece – a study of Greek Life and their influences on the Western World	A Local History Study
Geography	Autumn	Geographical Skills and Fieldwork- Local environment	UK and Beyond – Locational Knowledge	Locational Knowledge - Countries/Continents	Locational Knowledge - Counties/Cities/Countries

	Spring	Locational knowledge – name and locate the seven continents and five oceans. Geographical Skills and Fieldwork- Use world maps, atlases and globes.	Place Knowledge/	Human and Physical Geography – types of settlement and land use.	Place Knowledge – understand geographical differences and similarities between a region in the UK and a European region
	Summer	Geographical Skills and Fieldwork- Use simple compass directions.	Human and Physical Geography Seaside Now and Then – inc; cliff, coast, beach.	Geographical skills and fieldwork	Human and Physical Geography inc; Volcanoes, mountains, earthquakes and the Water Cycle.
MFL Global Learning	Autumn		Greetings Around the World	French – Days/Months/Food	French – Further Instructions/Weather/Zoo animals
	Spring		French - Greetings	French – Animals/Parts of Body/Instructions	French – Clothing/Families/Pets
	Summer	French – Key vocabulary and songs	French – Numbers Introduction	French – Colours/Numbers	French – Likes/Dislikes/Hobbies/Numbers
PE	Autumn	Throwing/Catching/Indoor Games	Multi Skills/Indoor Athletics	Invasion Games/Netball and Basketball	Tag Rugby/Hockey
	Spring	Dance/Invasion Games/Gymnastics	Dance/Invasion Games/Gymnastics	Dance/Swimming/Gymnastics	Dance/Orienteering/Gymnastics
	Summer	Athletics/Orienteering/Rounders	Athletics/Orienteering	Athletics/Orienteering/Cricket	Athletics/Tri Golf/Tennis
Forest School		<p>Knots/Den Construction and ‘taking risks’ (Level 4) with cross curricular connections:</p> <p>English: Rich reader: Enchanted Forest, What can they find in the woods that links to the story Create their own enchanted setting Maths: Travelling through the woods using North, South, East, West. Numbers Lines. Place Value Science: What insects/bugs/animals can they find linked to the rich reader Enchanted Forest. Enquiry in the forest based on topic: Food Chains Topic: Creating pirate accessories, using knots in forest to help support topic knowledge and vocabulary Art: Design/create animals they had seen in the enchanted forest. Design an enchanted house Knot making, using motor skills to tie knots Physical Education: climbing using motor skills to get themselves up and down. Picking up and moving objects around to create or build structures Working as a team when it comes to design and building Geography: Map use- navigate peers around woods using a simple map, looking at the local environment.</p>	<p>Knots/Den Construction and ‘taking risks’ (Level 4) with cross curricular connections:</p> <p>Art: Using materials from the woods for live art they have found. Design/create spider webs and spiders for Halloween. Knot making, getting them to use motor skills to tie knots English: Leaf man, linked this story they'd been reading about in class Maths: Number bonds using materials found. Multiplication how many objects/bugs they can find Tally chart Science: Searching for habitats Looking for living, non-loving and dead materials in the woods. Identifying different leaves flora and fauna. Bug hunting. Food Chains Physical Education: climbing using motor skills to get themselves up and down. Picking up and moving objects around to create or build structures Working as a team when it comes to design and building RE: Forest art based on Rama and Sita based on Diwali day Geography: Map use- navigate peers around woods using a map, devise their own map for the woods, place knowledge of local area.</p>	<p>Knots/Den Construction and ‘taking risks’ (Level 4) with cross curricular connections:</p> <p>Physical Education: climbing using motor skills to get themselves up and down. Picking up and moving objects around to create or build structures Working as a team when it comes to design and building English Katie's adventures, they immerse themselves into a setting from the story linked to the book they are studying. Maths Children measure length of sticks and consolidate 3D shapes. Statistics and data handling – which materials can you find the most of in the woods? Science: plants and animals – MRS GREN and photosynthesis, food chains, Humans – what do we need to survive? History: Building Ancient Greek houses, materials used in building houses. History/Geography: Celts – make our own medicinal_potion French: Colours and numbers practise using materials collected during session. Geography: Map use- navigate peers around woods using a map, devise their own map for the woods, use directional and locational language.</p>	<p>Knots/Den Construction and ‘taking risks’ (Level 4) with cross curricular connections:</p> <p>English Exploring the forest environment and reinforcing WWII vocabulary (linked rich reader, based on friend or Foe) Maths: Working on roman numerals, so use forest materials, to find and design, recap and articulate. Practical fractions, using language of division and fractions with real materials when making things in the forest Science & Music: Investigate sounds, finding patterns of pitch and volume in the forest Living things and their habitats, reinforcing knowledge, vocabulary and developing scientific enquiry of questioning and reasoning. Animals including humans – food chain – consider food chains of animals in the forest we can find evidence of Physical Education: They're climbing (risk taking forest skill) using motor skills to get themselves up and down . Picking up and moving objects around to create or build structures Working as a team when it comes to design and building History: Linking work to the Romans (see above numerals work) Building Roman houses – plans, structures and features using forest materials in teams FIRE Geography: Map use- navigate peers around woods using a map, devise their own map for the woods, identify differences between the UK and European regions, observational skills to study the Geography of the local area.</p>