CURRICULUM MAP 2020-2021

Subject/ Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Aesops Fables** Children plan and write an alternative ending of a fable. **Poetry** Haiku, kenning Tanka and shape poems. **Reports** Note taking Looking at different report text features on the Stone Age.	**Explanation Writing** an explanation text using a Talk4Writing approach. **Traditional Tales** Writing alternative traditional tales. **Stories with familiar settings** Using settings they know well such as the school to write stories.	**Authors and letters** Focusing on The BFG. Looking at different letter purposes. **Stories with familiar settings** Using settings they know well such as the school to write stories. **Poetry** Looking at the sound collector.	**Myths and legends** Thinking about the features and writing our own. **Recounts** Looking at recount features. Writing our own recount.	**Explanations** Writing an explanation for the difference in UK and Egypt climate. **Adventure and mystery stories** Looking at existing stories and creating our own.	**Playscripts** A Midsummer Night's Dream**.** **Instructions** Writing and following everyday instructions. **Performance poetry** Rapping, thinking about performance techniques. **Sports week**
Spellings to be looked at over the year	**Prefix 'un', Prefix 'dis', Prefix 'mis', Prefix 're', Prefix 'pre' , Suffix 'ly'.** **'zh' sound i.e. treasure, 'ch' sound i.e. picture, 'I' sound spelt 'y' i.e. gym, 'u' sound spelt 'ou' i.e. young, 'k' sound spelt 'ch' i.e. school, 'sh' sound spelt 'ch' i.e. chef, 'sh' sound spelt 'ch' i.e. chief, 'ay' sound spelt 'ei' or 'ey 'i.e. they and eight,.** **I can spell words which sound the same but have different meanings i.e. fair and fare.**					
Maths	**Number – place value** Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less	**Number – multiplication and division** Recall and use multiplication and division facts for the	**Number – multiplication and division** Recall and use multiplication and division facts for the 3,	**Measurement - area and perimeter** Measure the perimeter of simple 2-D shapes.	**Number – fractions** Recognise and show, using diagrams, equivalent fractions with small	**Geometry** Properties of shape Recognise angles as a property of shape or a description of a turn.

	than a given number; recognise the place value of each digit in a three digit number (hundreds, tens, ones). Compare and order numbers up to 1000 Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 50 and 100 **Number – addition and subtraction** Add and subtract numbers mentally, including: a three- digit number and ones; a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	3, 4 and 8 multiplication tables. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	4 and 8 multiplication tables. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. **Money** Add and subtract amounts of money to give change, using both	Measure, compare, add and subtract: lengths (m/cm/mm). **Number – fractions** Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Count up and down in tenths. Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	denominators Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above. **Measurement - Time** Know the number of seconds in a minute and the number of days in each month, year and leap year. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.	Identify right angles, recognise that two right angles make a half-term, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2-D shapes and make 3-D shapes using modelling **Measurement** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Solve problems, including missing number problems, using number facts, place value, and more complex

	Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.		£ and p in practical contexts **Statistics** Interpret and present data using bar charts, pictograms and tables. Solve one- step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.		Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.	addition and subtraction including money. Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units.
Theme Curriculum (inc History, Music Geography & Art)	**The Ages of Man** I can use the vocabulary of North, East, South and West. I can compare different periods of time. I can ask questions about my Theme curriculum. I can investigate Stone Age daily life. I can explain how we think Stone Age was created. **Art**	**The Ages of Man** I can describe changes in Britain from the Stone Age to the Iron Age. I can compare Iron Age and modern age maps. I can describe why the Celts built hill forts. I can compare the arts and cultures of different periods. **Art**	**Journey Down the Thames** I can point to where counties are within the UK and their key topographical features. I can name and locate the cities of the UK. I can ask geographical questions. I can show I know the physical and human features of my locality. I can compare London with Holmer Green.	**Journey Down the Thames** I can make more detailed fieldwork sketches/diagrams. I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. I can understand and use geographical terms such as meander, floodplain, location, industry,	**Land of the Pharaohs** I can use an atlas to find different countries on a map. I can compare the climates of Egypt and London. I can explain how we know about the Pharaohs. I can use artefacts to find out about history. I can name two pharaohs and list what their impact was	**Land of the Pharaohs** I can use ancient Egyptian letters. I can identify how Egypt has changed over time. I can understand ancient Egyptians rituals. I can give the approximate date Ancient Egyptians were around. I can list three items or processes the Egyptians invented

	I can use sketchbooks to record observations. I can discuss warm and cold tones. I can create a model of Stonehenge. I can explore shading with chalk pastels to create a cave painting, ensuring I have chosen complimentary colours. I can experiment with different materials to create a 3D sculpture of Stonehenge. I can say what I like and dislike about my work. **Music** I can understand the impact The Beatles had on music. I can understand the impact the Renaissance and Baroque period had on music. I have been introduced to the words; pitch, duration, dynamics, tempo, timbre, texture and structure.	I can compare art work from different periods. I can create my own art work based on a famous picture. I can identify warm and cold tones on a colour wheel. I can use my sketchbook to plan my ideas through sketching and shading. I can say what I like and dislike about my work. **Music** I can identify ostinatos in a piece of music. I can read crotchets. I can sing songs with varied dynamics. I can sing songs with varying articulation. I can identify the pulse of a piece of music. I can create rhythms. I can play the notes A and B on the recorder.	I can read 4 figure grid references. **Art** I can describe what I like and dislike about the work of Monet. I can experiment with blending watercolours to create an image of a London landmark. I can say what I like and dislike about my work. I can use my sketchbook to plan my ideas through sketching and shading. **Music** I can play notes G and C on the recorder. I can sing songs in rounds, expressively and with varied dynamics (London's Burning etc.) I can develop my note reading skills further by identifying semi-breves and quavers notation.	transport, settlement, water cycle. **Art** I can select complimentary colours to create a piece of PopArt inspired work. I can create a collage using different materials. I can say what I like and dislike about my work. I can discuss the architectural work of Sir Christopher Wren. I can use my sketchbook to plan my ideas through sketching and shading. **Music** I can compose and perform short melodies on the recorder.	on Egypt. (Recommend Narmer and Tutankhamun.) I can explain who Alexander the Great is and explain his impact on Ancient Egypt. **Art** I can choose my material to make an Egyptian landscape. I can use my sketchbook to plan my ideas through sketching and shading. I can choose my own materials to create an Egyptian landscape picture. I can say what I like and dislike about my work. **Music** I can recap notes I have learnt on the recorder. I can perform to an audience.	and their impact on their people. I can order events of the Roman invasion and the end of Ancient Egypt. I can say if the resource is a primary or secondary source for information. **Art** I can create an Egyptian inspired cartouche using clay. I can say what I like and dislike about my work. I can use my sketchbook to plan my ideas through sketching and shading. **Music** I can compose my own piece of music. I can evaluate music critically. I can compare music from different periods of time.

		I can read notation for crochets and minims.				
Science	**Rocks** To recognise that soil is made up of rocks and organic matter. To describe how fossils are formed. To compare different types of rocks and group them according to appearance and physical properties.	**Rocks** To recognise that soil is made up of rocks and organic matter. To describe how fossils are formed. To compare different types of rocks and group them according to appearance and physical properties.	**Plants** To identify and describe the functions of different parts of flowering plants. To explore the requirements of plant growth. To investigate how water is transported in a plant. To explore the role flowers play in the life cycle of flowering plants.	**Forces and Magnets** To explore how things move on different surfaces. To notice forces need contact between objects but magnets can act at a distance. To observe and describe how magnets attract and repel. To investigate whether materials are magnetic	**Animals including humans** To identify the major bones in a human skeleton. To identify the major muscles in the human body and describe their functions for support, movement and protection.	**Light and Shadows** To recognise that light is needed to see things. To notice that light is reflected by different surfaces. To recognise that light from the sun can be dangerous and explain how we can protect ourselves. To find patterns in the way the size of the shadows change.
Computing	**Coding – Solving Problems in Scratch** Sequence simple code in Scratch. Debug simple algorithms. Edit and tinker with simple algorithms. Decomposing sequences in algorithms.	**Computer networks – Connecting Computers** Explain how digital devices function. Understand the concepts of input, output and process in digital devices. Recognise how digital devices change the way we work. Explain how computer networks	**Coding – Animation in Scratch** Decomposing sequences in simple algorithms Sequence simple code in Scratch Broadcast messages between sprites Design sprites and backgrounds	**Coding – Sequencing in Music** To explore a new programming environment I can identify that each sprite is controlled by the commands I choose To explain that a program has a start To recognise that a sequence of	**Coding – Simple game in Kodu** Begin to understand new programming system. Investigate how to use a new program. Understand selection in programming. Program objects and characters to move. Program characters to collect objects and score points.	**Creating media – books** Use the shift and caps lock key to use capital letters and punctuation. Insert images into a word document. Change the font and text size. Change colours of text. Add borders.

		can be used to share information. Explore how digital devices can be connected. Recognise physical components of a network.		commands can have an order To change the appearance of my project To create a project from a task description		Change margins and text alignment. Create titles and subheadings. Insert text boxes.
Online Safety	I can create time limits for playing online.	I can be kind online.	I can identify what online bullying might look like.	I can identify why you should not talk to unknown people online.	I can identify real and fake information.	I can create rules for the time that I spend online.
	Basketball I can improve my catching skills I can play team games I can improve my passing skills **Gym** I can perform basic jumps. I can perform balances	**Netball** I can use a shoulder pass. I can improve my catching skills. **Gym** I can perform a headstand. I can attempt a cartwheel.	**Football** I can kick a ball using the correct position. I can make an accurate pass. I can play in a team. **Dance** I can use my body to improvise routines. I can keep up activity over a period of time and know they need to warm up and cool down for dance	**Rugby** I can pass a rugby ball correctly I can dodge the opposition. **Dance** I can create a dance routine by putting movement together. I can work in a group. I can perform dances with an awareness of rhythmic, dynamic and expressive qualities	**Cricket** I can improve my hand-eye coordination I can play team games I can bowl a ball I can understand the rules of the game **Athletics** I can perform a standing jump. I can skip using a rope. I can pace myself so I can run longer distances I can run a relay in a group.	**Rounders** I can understand the rules of fielding. I can hit a ball using a bat. **Tennis** I can serve a tennis ball. I can play team games. I can understand the rules of the sport. I can use forearm and backhand techniques.

RE	**Religion in the Community** Identify their own and others' beliefs in the class Relate their own to others. Research Christian, Muslim and Hindu teachings about God. Non-religious/ religious meaning of life and what it means to be a person Contextualise the similarities and differences between the religious beliefs.	**Religion in the Community** Reflect what the value from each religion is. Different ways religious and non-religious belief are evident in the local, national and global contexts Reflect if it would be better if we all believed the same things and lived the same way.	**Places of Worship** Identify their own places of importance and relate these to others. Research the features of places of worship and how they express beliefs for Christianity, Islam and Hinduism	**Places of Worship** Reflect on the place of worship within that faith community and its importance. Reflect on the places of worship and their roles around the world – Bethlehem, Mecca, Kumbh Mela.	**Sacred Texts** Children to share their own special book and why it is special to them. Identify others' thoughts and opinions on their special book and compare these to their own. Identify the sacred texts in Christianity, Hindu and Islam Research some of the stories from the bible as old and new testament, as well as from Al-Qur'an.	**Sacred Texts** Reflect and compare the similarities and differences on the use of the texts from the 3 religions. Reflect on the teachings from the holy books and how it relates to the values and rights in their daily lives. Relate your own experiences to what helps you through your daily life.

PSHCE	I can identify rules that are put into place to keep me safe and happy. I can identify a range of different emotions. I can identify good and not so good feelings. I can identify different emotions and explain my emotions using the Zones of Regulation. I can identify how feelings make us behave. I can explain how lockdown made me feel.	I can listen respectfully to other people. I can understand a range of emotions and describe my feelings to other I can understand feeling pressure and managing this I can understand how being alone might make us feel lonely. I can identify all of the things that I like about myself. I can explain the terms racism and inequality.	I can understand what makes a healthy lifestyle I can understand what makes up a balanced diet I can identify the similarities and differences between people. I can recognise bullying I can identify how to respond to bullying and ask for help I can explain the term stereotype. I can understand the importance of personal boundaries and the right to privacy.	I can identify how we change over time I can identify the difference between males and females before puberty I can understand what make a positive, healthy friendship I can identify how to manage risks in familiar settings I can understand the difference between acceptable and unacceptable physical contact I can understand the difference between acceptable and unacceptable physical contact	Schools Linking Who am I? Who are we? Focus on: how to make and solidify friendships (link to values); our family tree and the differences and similarities within our families; diversity in the community. Also, focus on what makes a positive and what makes a negative relationship. I can explain what is important for me so that I am happy and healthy.	I can explain how simple hygiene routines can prevent the spread of bacteria and viruses I can explain what an allergy is I can keep myself save and decide how to help someone without risk to themselves. I can keep myself safe and decide how to help someone without risk to themselves. I can make an emergency call. I can explain how money is used. I can identify drugs that are common in everyday life.
French	**Greetings** I can use French greetings. I can say how I am feeling.	**My family** I can count up to 10 and say how old I am. I can introduce members of my family.	**Days of the week** I can say the days of the week. **Colours** I can name some colours.	**Numbers to 20** I can count from 11 to 20.	**Numbers to 31** I can count up to 31. **Months of the Year** I can name the months of the year	**Parts of the body** I can identify some body parts. I can name some items of clothing.