

Nursery Curriculum Map Autumn Term

| | Topic: All About Me | | | | | | Celebrations | | | | | |
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| Role Play Areas | Continuous provision- Imaginary Play- Home Corner (inside) Continuous provision- Role play- Hairdressers/Barber shop and Builder's Construction Site (outside) | | | | | | | | | | | |
| | Week 1 & 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
| Topic Focus | Home Visits Admin & Prep Day Academic Review Day Phased starts | Myself On Entry Assessment | My family On Entry Assessment | Local journeys On Foot +Journey to School | Local journeys By Rail & Road | Whole school project week | Celebrations – Birthdays Celebrations | - Diwali | Celebrations - Bonfire Night, Remembrance Day | Celebrations - Chinese New Year | Celebrations - Hanukkah | Celebrations - Christmas |
| Core Books | Home Visits Admin & Prep Day Academic Review Day Phased starts | Ketchup On Your Cornflakes Dear Zoo | Titch Knuffle Bunny | Shark in the Park Shark in the Park on a Windy Day We're going on a bear hunt | Naughty bus Down by the station | Handa's Surprise | Platypus and the Birthday Party | Diwali information books and videos The Quiet Little Firework | Shark in the dark! Information books and videos | Lanterns and Firecrackers: A Chinese New Year story Goldy Luck and the Three Pandas | Hanukkah Bear | The Nativity Story Oh no! Shark in the Snow |
| Nursery Rhymes BBC rhymes | Twinkle Twinkle | Heads, shoulders, knees and toes | Wind the bobbin up | Row, row, row your boat | The wheels on the bus | Jumbo Bwana | Pat-a-cake | 5 little fireworks | 10 in the bed | The crayon Poem by James Carter | Teddy Bear, Teddy Bear, turn around | Christmas Carols |
| Personal, Social and Emotional Dev.M observation checkpoint B-3-year olds. | Ongoing- classroom routines and boundaries. Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict. Reward systems: sticky labels with comments written. Dev. M. Observation checkpoint birth- three year olds. Set up and reinforce child self-registration. Activities to develop relationships, making friends, sharing and turn taking, dealing with conflict. Talking about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Support children to increase independence when selecting activities and resources. Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health. | | | | | | | | | | | |

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| <p>Communication and Language</p> <p>Dev.M observation checkpoint B-3-year olds.</p> | <p>Ongoing- Speaking and Listening skills. Vocabulary linked to book of the week and topic. Introduce words of the week - displayed on vocabulary wall (text and picture). Dev. M observation checkpoint Birth to three year olds can the child use around 50 words plus, frequently asking questions, putting three words together or more? Ongoing-Puppets and small world relating to the core book of the week and topic. Role play areas inside (Home corner) and outside (Builder's construction site) Daily - days of the week and weather. Makaton gradually introduced for frequently used commands such as stop, no, yes, walk, run, sit down, stand up, finished and signs linked to the topic. Weekly rhyme of the week displayed and sung daily. Bank of rhymes kept in a folder for children to return to. Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read. Check understanding and explain new vocabulary when reading books. Children to be encouraged to talk about what is happening in their environment and give their own ideas.</p> | |
| <p>Literacy – Reading and Comprehension</p> <p>Word Reading</p> <p>Writing</p> | <p>Class reading library with a selection of information, topic and choosing books. Selecting books and handling them with care. Daily - Adults reading to small groups and whole class (story times and at the end of the day). Throughout the day topic books being shared with children (books throughout the environment). Regular sharing of books and discussion of children's ideas and responses. Understanding key concepts about print: print has meaning, print can have different purposes and we read English text from left to right and from top to bottom. Weekly home reading books (Autumn 2)</p> <p>Phonics- environmental sounds, word reading (print carries meaning), rhyme, initial sounds</p> <p>Provide opportunities in the continuous provision for child-initiated mark making activities e.g. clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Adult to act as scribe for description of mark making. Daily - writing the day and date (modelled writing) Choosing independent mark making activities each day linked to core book of the week. Children to use IT to mix marks. Children to trace their name.</p> | |
| <p>Mathematics</p> | <p>Daily - Maths songs, weather & day of the week, sequence of the day. Fast recognition of up to 3 objects (subitising). Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Explore 2D shapes using mathematical language. Make comparisons between objects relating to size & weight. Continuous provision- sand, water and construction</p> | <p>Daily - Maths songs, weather & day of the week, sequence of the day. Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Link numerals and amounts. Experiment with marks to represent numbers. Compare quantities using 'more than', 'fewer than'. Explore 2D shapes using mathematical language. Make comparisons between objects relating to size & weight. Talk about and identify patterns. Continuous provision- sand, water and construction.</p> |
| <p>Core books</p> | <p>5 little ducks - Child's play Dear zoo by Rod Campbell The smartest Giant in Town by JD by Eileen Brown</p> <p>Handa's hen</p> | <p>One mole digging a hole by Julia Donaldson The Three Billy Goats Gruff When Frank was 4 by Alison Lester</p> <p>5 little men in a flying saucer – Child's play</p> |

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| <p>Understanding the World</p> | <p>Ongoing- Festivals and celebration of the world, community & culture - Autumn, Harvest, Diwali, Birthdays, Bonfire Night, Chinese New Year. Weekly – environment small world linked to the core book. Using their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see using a wide vocabulary. Begin to make sense of their own life-story and family's history. Explore how things work. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> | |
| <p>Core Books</p> | <p>Ketchup on Your Cornflakes Titch Knuffle Bunny Shark in the Park Shark in the Park on a Windy Day We're going on a bear hunt Naughty Bus Down at the Station Dear Zoo Handa's Surprise</p> | <p>Platypus and the Birthday party The Diwali Story The Quiet Little Firework Shark in the Dark! Oh no! Shark in the Snow Goldy Luck and the Three Pandas Hanukkah Bear Lanterns and Firecrackers The Nativity Story</p> |
| <p>Visits / Visitors</p> | <p>CL and UW: Small groups in the school grounds, looking at the signs of Autumn</p> | <p>CL and L: Visit the local library Reading: Visitor Book Start Workshop</p> |
| <p>Physical Development Dev.M observation checkpoint B-3 year olds.</p> | <p>Continuous provision- sand and water and construction. Outdoor Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run. Continuous Provision –different materials and tools to develop manipulation and control. Group activities in teams lead by teachers guiding children confidence to be more independent. Large and small motor skills–Daily- dressing and undressing, eating habits Weekly - fine motor skill activities -Finger Gym Weekly – large muscle movements - Busy Feet Continuous provision - Messy play/soft dough activities, painting & chalking on vertical surfaces (easels and walls), waving flags and streamers. Continuous provision using one- handed tools, developing a comfortable tripod grip holding pens and pencils.</p> | |
| <p>Expressive Arts & Design</p> | <p>Continuous provision- Junk Modelling. Continuous provision- Messy play/soft dough activities. Activities relating to the book of the week – painting, collating, drawing, sculpting. Weekly – rhyme of the week. Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape & learning entire songs) Artist focus – Paul Klee (shape and colour).</p> | <p>Continuous provision- Junk Modelling. Continuous provision- Messy play/soft dough activities. Activities relating to the book of the week - painting, collating, drawing, sculpting. Weekly – rhyme of the week. Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Colour mixing and tints & shades. Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape & learning entire songs) Nativity Performance to Parents. Artist focus: Piet Mondrian (colour and shape)</p> |
| <p>Computing</p> | <p>Children engage in computing activities in all areas across the EYFS curriculum. Set up the routine-10-minute timer. Basic keyboard and mouse skills.</p> | |

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| | Using the programmes-Busy Things, Poisson rouge, 2 paint a picture. | |
| Music | Singing nursery rhymes/clapping very basic rhythms on call and response/ listening to live music(visiting musicians once a half term and termly live concert) and recorded music (pop music and Christmas songs) | |
| R.E | Who am I? | Why is Christmas special? |

Nursery Curriculum Map

Spring Term

| Topic: | | Traditional Tales | | | | | | All Around Me | | | | |
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| Role Play Areas | Continuous provision- Imaginary Play - Shop (bakery, shoe shop), doctor surgery (inside) (https://childrens.poetryarchive.org/explore/page/4/?form=241) Continuous provision- Role play- Home corner, police station, fire station (outside) | | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| Topic Focus Woven throughout the term: | Farm Animals | Food that comes from the farm | Homes Materials and change | | Making choices Conflict and resolution, teamwork | | Water/ Boats | People who help us – School and wider community | | Seasons and the Weather | | Easter |
| Core Books | The Little Red Hen | The Gingerbread Man | The Three Little Pigs | Goldilocks and the Three Bears | The Three Billy Goats Gruff | | Who Sank the Boat? by Pamela Allen | Whatever Next by Jill Murphy Non-fiction: Meet the planets by Caryl Hart | | Rechenka's Eggs by Patricia Polacco Tree: Seasons Come, Seasons Go by Patricia Hegarty | | The Easter Story |
| Nursery Rhymes BBC rhymes | Old Macdonald had a farm | I am the baker man | London Bridge is falling down | When Goldilocks went to the house of the bears | The goats came marching | | The big ship sails on the alley alley oh | Zoom, Zoom Zoom | Hickory Dickory Dock | My Hat! By Tony Mitton | Mary, Mary quite contrary | Five currant buns |
| Personal, Social and Emotional Dev.M observation checkpoint 3&4 year olds. | <p>Ongoing- classroom routines and boundaries – Supported with visuals of children demonstrating that rule/routine. Reward systems: sticky labels with comments written. Developing intimate care routines + key person and extended to other familiar adults. Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict. Continue with child self-registration. Activities to develop relationships, making friends, sharing and turn taking, dealing with conflict. Model Phrases “Can I have a turn? Or “My turn next.” Helping children develop positive attitudes towards diversity and inclusion. Ask questions and answer children straight forwardly about differences in skin colour, hair colour, gender, special needs and disabilities. Talking about their feelings using more elaborated ways like 'I'm happy because...', 'sad', 'angry' or 'worried because...' Support children to increase independence when selecting activities and resources. Cooking activities planned for relating to rhymes and book of the week. Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health.</p> | | | | | | | | | | | |
| Communication and Language | Ongoing- Speaking, listening and responding skills. Vocabulary linked to book of the week and topic. Children use speech sounds p, b, m,w. l/r/w/y f/th s/sh/ch/dz/j | | | | | | | | | | | |

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| <p>Dev.M observation checkpoint 3&4 year olds.</p> | <p>Introduce words of the week - displayed on vocabulary wall (text and picture). Children encouraged to use Multi-syllabic words such as 'banana' and 'computer'. Children learn words in context. Children develop conversation with teachers and peers. Children given at least 10 seconds processing time when responding to simple questions. 'who', 'what' and 'where' as appropriate. Dev.M observation checkpoint Birth to three year olds can the child use around 300 words, including descriptive language? Are they linking 5 words and using pronouns 'me', 'him', 'she'. Do they follow instructions with three key words? Ongoing-Puppets and small world relating to the core book of the week and topic. Role play areas inside (bakery, shoe shop, doctor's surgery) and outside (Home corner, police and fire station) Daily - days of the week and weather. Makaton practised for frequently used commands such as stop, no, yes, walk, run, sit down, stand up, finished and signs linked to the topic. Weekly rhyme of the week displayed and sung daily. Bank of rhymes kept in a folder for children to return to. Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read. Check understanding and explain new vocabulary when reading books. Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read. Children to be encouraged to feel confident to talk about what is happening in their environment and give their own ideas.</p> | |
| <p>Literacy – Reading and Comprehension</p> <p>Word Reading</p> <p>Writing</p> | <p>Class reading library with a selection of information, topic and choosing books. Selecting books and handling them with care. Core books & Longer stories that introduce interesting new vocabulary. Core books displayed in class library. Daily - Adults reading to small groups and whole class (story times and at the end of the day). Throughout the day topic books being shared with children (books throughout the environment). Regular sharing of books and discussion of children's ideas and responses throughout the day. Use of books with just pictures to encourage conversations to develop understanding about what is happening. Understanding key concepts about print: print has meaning, print can have different purposes and we read English text from left to right and from top to bottom. Weekly home reading books.</p> <p>Phonics- environmental sounds, word reading (print carries meaning), rhyme, initial sounds, oral segmenting and blending</p> <p>Provide opportunities in the continuous provision for child initiated mark making activities e.g. clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Adult to act as scribe for description of mark making. Daily - writing the day and date (modelled writing) Choosing independent mark making activities each day linked to core book of the week. Children to use IT to mix marks. Children to trace their name.</p> | |
| <p>Mathematics</p> | <p>Daily - Maths songs. Number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Fast recognition of up to 5 objects (subitising). Solve real world mathematical problems with numbers up to 5 Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Link numerals and amounts. Begin to make recognisable symbols to represent numbers. Explore 2D & 3D shapes circles, rectangles, triangles & cubes using own notation and mathematical language.</p> | <p>Daily - Maths songs. Number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Fast recognition of up to 5 objects (subitising). Solve real world mathematical problems with numbers up to 5 Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Link numerals and amounts showing the right number of objects to match the numeral. Begin to make recognisable symbols to represent numbers. Compare quantities using 'more than', 'fewer than'. Explore 2D & 3D shapes circles, rectangles, triangles, cubes and cuboids using mathematical language 'sides', 'corners'; 'straight flat & round.</p> |

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| | <p>Make comparisons between objects relating to size, length & weight. Talk about, identify and arrange patterns. Use spatial words in play 'in', 'on', 'under', 'up' and 'down'. Continuous provision- sand, water and construction. Cooking activities linked to Core books.</p> | <p>Make comparisons between objects relating to size, length & weight Talk about, identify and arrange patterns. Select shapes appropriately i.e. a triangular prism for a roof. Describe a familiar route using spatial words 'besides' and 'between'. Continuous provision- sand, water and construction. Cooking activities linked to core books.</p> |
| Core books | <p>1,2,3 to the zoo by Eric Carle 5 little ducks went swimming one day Biscuit Bear bears Duck in the Truck Kippers Toy box</p> | <p>Anno's counting book Goldilocks and the three</p> |
| Understanding the World | <p>Ongoing- Festivals and celebration of the world, community & culture- Winter, Spring, Chinese New Year, Valentine's Day, Mothering Sunday & Easter. Ongoing – Vocabulary and language focus linked to core books and children's child initiated explorations. Weekly – environment small world linked to the core book. Using their senses in hands-on exploration of natural materials. Explore natural materials indoor and outdoor of materials with similar and/or different textures. Talk about what they see using a wide vocabulary. Begin to make connections between features of their family history and other peoples family history. Visits to develop children's understanding of different occupations. Explore how things work using mechanical equipment. Continuous provision – Planting, growing seeds and caring for the natural environment. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. A diverse range of props readily available for children to explore.</p> | |
| Core Books | <p>In every house on every street by Jess Hitchman Let's build a house by Mick Manning Rosie's Walk by Pat Hutchins You Choose by Nick Sharratt The Little Red Hen The Gingerbread Man The Three Little Pigs Goldilocks and the Three Bears The Three Billy Goats Gruff</p> | <p>The Growing Story by Ruth Krauss National geographic: Weather People who help us series by Rebecca Hunter Acorn Bear The busy body book by Lizzie Rockwell Who Sank the Boat? by Pamela Allen Whatever Next by Jill Murphy The Gruffalo by Julia Donaldson Rechenka's Eggs by Patricia Polacco Tree: Seasons Come, Seasons Go by Patricia Hegarty The Easter Story</p> |
| Visits / Visitors | <p>Computing: Visitor from Camden Learning Centre (CLC) https://camdenlearning.org.uk/camden-city-learning-centre-clc/</p> | |

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| <p>Physical Development</p> <p>Dev.M observation checkpoint 3&4 year olds.</p> | <p>Continuous provision- sand and water and construction. Outdoor Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run.</p> <p>Continuous Provision –different materials and tools to develop manipulation and control. Group activities in teams lead by teachers but increasing being led by themselves.</p> <p>Large and small motor skills–Daily- dressing and undressing, eating habits</p> <p>Weekly - fine motor skill activities (Finger Gym). Weekly – large muscle movements -Busy Feet</p> <p>Continuous provision - Messy play/soft dough activities, painting & chalking on vertical surfaces (easels and walls), waving flags and streamers. Continuous provision using one- handed tools, developing a comfortable tripod grip holding pens and pencils.</p> | |
| <p>Expressive Arts & Design</p> | <p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods.</p> <p>Continuous provision- Messy play/soft dough activities.</p> <p>Continuous provision-Pretend play using objects to represent something else.</p> <p>Continuous provision-Flexible open-ended resources for children’s imaginative play.</p> <p>Focus: Drawing skills – detailing body parts, emotions happy/sad</p> <p>Daily- Action Songs & expression relating to topic.</p> <p>Weekly-Music skill sessions (Music Express)</p> <p>Explore a range of sound makers and instruments learning to play them in different ways.</p> <p>Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape & learning entire songs)</p> <p>Activities relating to rhymes and core books - – painting, collating, drawing, sculpting.</p> <p>Weekly – rhyme of the week</p> <p>Daily – rhyme time (sing a selection of tradition and modern nursery rhymes)</p> <p>Artist focus - Wassily Kandinsky (colour mixing, line and shape.)</p> | <p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods.</p> <p>Continuous provision- Messy play/soft dough activities.</p> <p>Continuous provision-Pretend play using objects to represent something else.</p> <p>Continuous provision-Flexible open-ended resources for children’s imaginative play.</p> <p>Focus: Painting skills –colour mixing</p> <p>Daily- Action Songs Action Songs & expression relating to topic.</p> <p>Weekly-Music skill sessions (Music Express)</p> <p>Explore a range of sound makers and instruments learning to play them in different ways.</p> <p>Weekly-Singing session –Music teacher (listening to sound, pitch, tone, melody, melodic shape & learning entire songs)</p> <p>Activities relating to rhymes and core books - – painting, collating, drawing, sculpting.</p> <p>Weekly – rhyme of the week</p> <p>Daily – rhyme time (sing a selection of tradition and modern nursery rhymes)</p> <p>Artist focus: Claude Monet (flowers)</p> |
| <p>Computing</p> | <p>Children engage in computing activities in all areas across the EYFS curriculum.</p> <p>Basic keyboard and mouse skills. Programmable toys.</p> <p>Using the programmes- Espresso and Simple City.</p> | |
| <p>Music</p> | <p>Singing 2 songs with actions and pitching with a range of minimum 3 notes up and down/ listening to great composers (Mozart) and live music (visiting musicians once a half term) and recorded music (pop). Playing, creating and exploring sounds using tuned instruments(keyboards, xylophones and glockenspiels)</p> | |
| <p>R.E.</p> | <p>What makes us special?</p> | <p>How do people celebrate Easter?</p> |

Nursery Curriculum Map Summer Term

| | Topic: Tell Me a Story | | | | | | Living Things | | | | | |
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| Role Play Areas | Continuous provision- Imaginary Play - (inside) Fruit and vegetable shop, vet, ice cream shop (https://childrens.poetryarchive.org/explore/page/4/?form=241) Continuous provision- Role play- Garden Centre + Cafe (outside) | | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| Topic Focus | Growing Plants (focus-fruit&vegetables) | Where does our food come from? | Life cycles – What animals lay eggs? Living Caterpillars | | Minibeasts | Habitats and food chains | Day and Night | Duck/chicken life cycles (care for living things) Living eggs | | Animals on Land | Animals in the sea | Dinosaurs |
| Literacy Core Books | Jasper's beanstalk + Non Fiction | Oliver's Vegetables Oliver's Fruit Salad + Non Fiction | The Very Hungry Caterpillar by Eric Carle +Non-fiction | | Aaaarrgghh Spider! The Very Busy Spider +Non-fiction National geographic: Minibeasts | Hungry Harry (Frogs) +Non-fiction | Owl Babies Above and Below (Harriet Evans) +Non-fiction | The Ugly Duckling/ Dora's Eggs +Non-fiction Chickens Aren't the Only Ones The Odd Egg | | Leopard's Drum +Non-fiction | Clumsy Crab +Non-fiction | Harry and the Dinosaurs How to grow a dinosaur +Non-fiction |
| Nursery Rhymes BBC rhymes | Ring a Ring of Roses | Wiggly woo | There's a tiny caterpillar on a leaf | Splish, splash, splosh by James Carter | Incy wincy spider | Five little speckled frogs | Day and Night by Eric Carle | Five Little Ducks | Look at the sneaky crocodile | Down in the Jungle | One, two, three, four, five | Five Little Dinosaurs |
| Personal, Social and Emotional Dev.M observation checkpoint 3&4 year olds. | Ongoing- classroom routines and boundaries – Supported with visuals of children demonstrating that rule/routine. Children independently remember rules. Reward systems: sticky labels with comments written Developing intimate care routines + key person and extended to other familiar + unfamiliar adults. Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict. Continue with child self-registration, children have responsible classroom roles. Activities to develop relationships, friendship, sharing and turn taking, understanding others feel, dealing with conflict. Model Phrases “Can I have a turn? Or “My turn next.” Helping children develop positive attitudes towards diversity and inclusion. Ask questions and answer children straight forwardly about differences in skin colour, hair colour, gender, special needs and disabilities. In small groups children encouraged to safely explore emotions beyond their normal range such as the feeling fear or relief. | | | | | | | | | | | |

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| | | Support children to demonstrate growth in independence when selecting a wider range of activities and resources to achieve a goal. Resisting helping as appropriate, rather opting to supervise & guide. Cooking activities planned for relating to rhymes and book of the week. Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health. Dev. Matters observation checklist Birth-3/ 3&4 year olds. |
| Communication and Language Dev.M observation checkpoint 3&4 year olds. | | Ongoing- Speaking, listening and responding skills. Vocabulary linked to core book of the week and topic. Children use speech sounds p, b, m, w, l/r/w/y f/th s/sh/ch/dz/j. Say multi- syllabic words – ‘hippopotamus’ or ‘pterodactyl’. Introduce words of the week - displayed on vocabulary wall (text and picture). Children encouraged to use words in context. Children start conversations with teachers and peers. Express an opinion. Use pronouns ‘me’, ‘him’, ‘she’, plurals & prepositions ‘in’, ‘on’, ‘under’. Children given at least 10 seconds processing time when responding to simple questions. ‘who’, ‘what’, ‘where’ and ‘why’ as appropriate. Ongoing-Supporting children to understand two part questions & instructions. Dev.M observation checkpoint 3&4 year olds can the child speak in a sentence using four to six words? Are sentences joined with because, or? Do they use the past tense? For example: ‘I went...’ Ongoing-Puppets and small world relating to the core book of the week and topic. Role play areas inside (shops and vet) and outside (cafe and garden) Daily - days of the week and weather. Makaton practised for days of the week, weather, colours, and signs linked to the topic. Weekly rhyme of the week displayed and sung daily. Bank of rhymes kept in a folder for children to return to. Daily talk to extend children’s vocabulary and explaining unfamiliar words and concepts from the books that they read. Check understanding and explain new vocabulary when reading books. Daily celebration, children talk about the marks they make. Children to be encouraged to feel confident to talk about what is happening in their environment and give their own ideas. |
| Literacy – Reading and Comprehension Word Reading Writing | | Class reading library with a selection of information, topic and choosing books. Selecting books and handling them with care. Core books & Longer stories that introduce interesting new vocabulary. Core books displayed in class library. Daily - Adults reading to small groups and whole class (story times and at the end of the day). Throughout the day topic books being shared with children (books throughout the environment). Regular sharing of books and discussion of children’s ideas and responses throughout the day. Adults and children tell long stories to each other based on familiar books. Use of books with just pictures to encourage extended conversations to develop understanding about what is happening. Understanding key concepts about print: print has meaning and how it is read, the idea of a word, spaces before and after words, sentences - full stops and capitals. Weekly home reading books. Phonics- sound discrimination and initial sounds. Rhyme, syllables, words with the same initial sounds & word reading Provide opportunities in the continuous provision for child initiated mark making activities e.g. wipe boards, black boards, clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Adult to act as scribe for description of mark making. Daily- fine motor activities, handwriting activities. Free drawing & writing on their pictures using some letter knowledge. Daily - writing the day and date (modelled writing) Children write their name on their work or adult writes the name of the child in yellow and child traces over it. Choosing independent mark making activities each day linked to core book of the week. Children to use IT to mix marks. Daily celebration of children’s writing from the writing basket. Class books created from visits. |
| Mathematics | Daily - Maths songs. Calculating the number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Maths vocabulary and visuals displayed. Fast recognition of up to 5 objects (subitising). | Daily - Maths songs. Calculating the number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Fast recognition of up to 5 objects (subitising). Maths vocabulary and visuals displayed |

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| | <p>Solve real world mathematical problems with numbers up to 5 Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Changes in amount which involve hiding. Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Compare quantities using 'more than', 'fewer than'. Link numerals and amounts. Begin to make recognizable symbols to represent numbers. Explore 2D & 3D shapes circles, rectangles, triangles & cubes using mathematical language to about properties, sharp corner, pointy, curvy. Make comparisons between objects relating to size, length & weight. Talk about, extend and create patterns. Understand position through words alone for example 'off a path', 'down a drain.' Stories read which involve journeys linked + children's experiences for Chn to describe a familiar route. Continuous provision- sand, water and construction. Cooking activities linked to Core books.</p> | | <p>Simple mathematical challenges set in small groups with numbers up to 5 and past Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Changes in amount which involve hiding. Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Compare quantities using 'more than', 'fewer than'. Link numerals and amounts. Begin to make recognizable symbols to represent numbers. Explore 2D & 3D shapes circles, rectangles, triangles & cubes using mathematical language to about properties, sharp corner, pointy, curvy. Make comparisons between objects relating to size, length, weight & capacity Talk about, extend and create patterns. Correct an error in a repeating pattern. Understand position through words alone for example 'off a path', 'down a drain.' Stories read which involve journeys linked + children's experiences for Chn to discuss routes and locations using positional language. Continuous provision- sand, water and construction. Cooking activities linked to Core books.</p> |
| <p>Core books</p> | <p>Kippers Toy box Room on the broom We're going on a bear hunt Shark in the park Rosie's walk The Gruffalo</p> | | <p>The Very Hungry Caterpillar We're going on a bear hunt I spy numbers How do dinosaurs count to 10? What the ladybird heard?</p> |
| <p>Understanding the World</p> | <p>Ongoing- Festivals and celebration of the world, community & culture- Summer, Birthdays, Ramadan, 'Eid. Ongoing – Vocabulary and language focus linked to core books and children's child initiated explorations. Continuous provision – sand water and construction Weekly – environment small world linked to the core book. Butterfly life cycles (order caterpillars from Insect Lore) Duck or chicken life cycles (order eggs from Incredible Eggs) Using their senses in hands-on exploration of natural materials. Explore & compare natural materials indoor and outdoor of materials with similar and/or different textures and properties. Talk about what they see using a wide vocabulary. Begin to make connections between features of their family history and other peoples family history. Visits to develop children's understanding of different occupations. Opportunities to challenge stereotypes as appropriate Explore how things work using mechanical equipment drawing children's attention to forces. Continuous provision – Planting, growing seeds and caring for the natural environment. Praise given to children showing care and respect for living things in the natural environment. Children taught in small groups the key features of animal & plant life cycles. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. A diverse range of props, puppets, books & artefacts readily available for children to explore. Display area for children to add to. Children & parents encouraged to participate in 'show & tell'.</p> | | |
| <p>Core Books</p> | <p>The Very Hungry Caterpillar Minibeast non-fiction texts Life cycle non-fiction texts</p> | | <p>By day and by night Eric Carle Good Day, Good Night by Margaret Wise brown National Geographic: Day &Night</p> |

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| | Chickens Aren't the Only Ones | | Duck/chicken life cycle non-fiction texts |
| Visits / Visitors | Computing: Visit to the Camden Learning Centre (CLC) https://camdenlearning.org.uk/camden-city-learning-centre-clc/ | | CL and UW Visit to Kentish Town City Farm https://kcityfarm.org.uk/ OR Kensington Garden Allotments https://operationfarm.org.uk/hyde-park-community-allotment |
| Physical Development Dev.Matters observation check point 3&4 year olds | <p>Continuous provision- sand and water and construction. Outdoor Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Riding scooters, trikes and bikes. Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run. Continuous Provision –different materials and tools to develop manipulation and control. Group activities in teams lead by teachers but increasing being led by themselves. Areas for performance: Children taught to remember sequences and patterns of movement. Large and small motor skills–Daily- dressing and undressing, eating habits. Supporting children to be increasingly independent in making healthy choices. Weekly - fine motor skill activities (Finger Gym). Weekly – large muscle movements – Busy Feet Continuous provision - Messy play/soft dough activities, painting & chalking on vertical surfaces (easels and walls), waving flags and streamers. Continuous provision using one- handed tools, dominant hand, developing a comfortable tripod grip holding pens and pencils.</p> | | |
| Expressive Arts & Design | <p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods to express ideas. Use of more complex construction kits. Continuous provision- Messy play/soft dough activities, using their imagination. Continuous provision-Pretend play using objects to represent something else. Continuous provision-Flexible open-ended resources for children's imaginative play. Focus: Sustained Drawing skills – detailing body parts, range of emotions and movement. Daily- Action Songs & expression relating to topic. Weekly-Music skill sessions (Music Express) Explore a range of sound makers and instruments learning to improvise & play with control to express their ideas. Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape & learning entire songs) Performance to music. Chn learn simple sequence. Activities relating to rhymes and core books - - painting, collating, drawing, sculpting. Weekly – rhyme of the week. Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Artist focus: Giuseppe Arcimboldo (Fruit and vegetable pictures)</p> | | <p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods to express ideas. Use of more complex construction kits. Continuous provision- Messy play/soft dough activities using their imagination. Continuous provision-Pretend play using objects to represent something else. Continuous provision-Flexible open-ended resources for children's imaginative play. Focus: Features of artists work across times and cultures Daily- Action Songs Action Songs & expression relating to topic. Weekly-Music skill sessions (Music Express) Explore a range of sound makers and instruments learning to improvise & play with control to express their ideas. Weekly-Singing session –Music teacher (listening to sound, pitch, tone, melody, melodic shape & learning entire songs) Performance to music. Chn learn simple sequence. Activities relating to rhymes and core books - - painting, collating, drawing, sculpting. Weekly – rhyme of the week. Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Artist focus: Vincent Van Gogh (Day and night + sunflowers)</p> |
| Computing | <p>Children engage in computing activities in all areas across the EYFS curriculum. Focus: Basic keyboard and mouse skills. Programmable toys. Using the programs- Purple Mash, PB Bears, Espresso.</p> | | |
| Music | <p>Singing songs from around the world. Playing, creating and exploring music using untuned percussion Instruments–Djembe/drum/tambourine. Listening to a range of live music (visiting musicians once a half term and termly live music). Listening to recorded music (world music/ African Music)</p> | | |

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| R.E. | What are the special places and people in our community? | What objects and clothes are special to some people and why? |
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YR Curriculum Map Autumn Term

| Topic | Ourselves | | | | | | | Celebrations & Festivals | | | | |
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| Role Play Area | Inside – The Doctors Surgery Outside – The Home | | | | | | | Inside – Christmas Market Outside – The Home Additional Theme: Nativity Scene | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week10 | Week 11 | Week 12 |
| Topic Focus | My unique child Parent Meeting | This is me | Senses | Growing up / The family tree Photos | Familiar buildings in my community People who help us in our community | Healthy diet, exercise and oral health | Whole School Project Week | Bonfire Night Guy Fawkes | Birthdays | | Diwali | Christmas |
| Literacy Core Books | My unique child Parent Meeting | Starting school Owl Babies | My 5 Senses | Once there were giants. | Let's build a house! Non-fiction Books | Non-Fiction books Funny bones | | Fire-works poems & rhymes | 2 Week Block Main text: Kipper's birthday KB Include Non-fiction List writing | | Rama and Sita The story of Diwali | The Nativity story and other Christmas stories |
| Reading & Comprehension | Speaking and listening focus. DfE Baseline Assessment of children upon entry LW Entry assessment | | | Children recognising their names Phase 2 Graphemes (Little Wandle Letters and Sounds Revised). Assess on week 7. Begin Reading Practice in groups daily. Book of the day – Chosen by the children, read by the Teacher (displayed in the class library) Story Sack of the week Homework- Children take home a sharing book Core books displayed in the class library. | | | | Phase 2 Graphemes (Little Wandle Letters and Sounds Revised) Reading Practice – everyday 5 groups reading with 5 adults. Reading Practice – Children's books changed once a week and taken home daily. Begin Guided writing in groups daily Begin to know sounds to read, make and write CVC words. Homework- Children take home 1 sharing book 1 LW book. | | | | |
| Word reading (Phonics) | | | | | | | | | | | | |
| Nursery Rhymes www.wordsforlife.org.uk/songs https://childrens.poetryarchive.org/explore/page/4/?form=241 | Heads, shoulders, knees and toes | My hat by Tony Mitton | Jack and Jill | Humpty Dumpty | Growing by Tony Mitton | 10 little monkeys jumping on the bed | | Bubbles by James carter | Ten green bottles | Sing a song of sixpence | Twinkle twinkle little star | Christmas songs |
| Poetry recital | Humpty Dumpty (traditional) | | | | | | | | | | | |
| Personal, Social and Emotional | Golden Rules and learning the rules in the school and classroom. Time tabled routines to promote overall health & wellbeing. | | | Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work. | | | | Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work. Self-Regulation- Self-help skills | | | | |
| Dev. Matters | | | | | | | | | | | | |

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| <p>Observation checkpoint 3&4 year Children olds</p> | <p>Children supported at lunchtimes to support eating & healthy choices.</p> | <p>Continue learning about and reinforcing the golden rules. Rewarding children: White sticky labels with a comment of what a child has achieved, smile chart, special mentions, head teacher's awards. Activities to develop relationships/making friends/dealing with conflict/sharing.</p> | <p>High expectations for children following instructions, smile-chart, special mentions, head teacher's awards. Building and sustaining constructive & respectful relationships Dealing with conflict & sharing. Time tabled routines to promote overall health & wellbeing.</p> |
| <p>Writing</p> | <p>Speaking and listening focus. Dfe Baseline Assessment</p> | <p>Fine motor skills and Pencil grip Children independently writing their names Mark making and emergent writing relating to the focus book of the week. Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing Independent activities each day linked to the core books of the week. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children's independent writing at the end of each day</p> | <p>Fine motor skills and Pencil grip Alphabet and letter formation. Children independently writing their names Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing/Independent activities each day linked to core books of the week. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children's independent writing at the end of each day</p> |
| <p>Communication and language</p> | <p>Dev. Matters CL&U Observation checkpoint 3&4 year Children olds</p> | <p>Children taught how to listen Teachers Promote and model active listening. Develop social phrases Good morning, Good afternoon etc. New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. New vocabulary used repeatedly throughout the day. Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals, use of connectives. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library. Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories. Core books displayed in the class library.</p> | <p>Children taught how to listen Teachers Promote and model active listening. New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. New vocabulary used repeatedly throughout the day. Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals, use of connectives. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library. Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories. Core books displayed in the class library.</p> |

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| <p>Mathematics White Rose Maths</p> | <p>Baseline assessment Settling in, introducing areas of provision.</p> <p>Number: Counting objects, actions and sounds.</p> | <p>Positional language: Class routines, exploring where things belong</p> | <p>Number: Match and Sort and compare Amounts.</p> | <p>Number: Match and Sort and compare Amounts subitise</p> | <p>Measures: shape and spatial thinking: Compare size, Mass & capacity Exploring Pattern</p> | | <p>Number: Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3</p> <p>Linking symbol with its cardinal number value Recording quantities dots tallies etc.</p> | <p>Measures: shape and spatial thinking: Circles triangles and positional language.</p> | <p>Number: Representing numbers to 5 One more and less Recording quantities dots tallies, no's etc.</p> | <p>Measures: shape and spatial thinking: Shapes with 4 sides Time</p> |
| <p>Core Maths books</p> | | <p>Dear zoo Jez Alborough</p> | <p>The button box</p> | <p>Frog and toad a lost button by Arnold Lobel</p> | <p>A new house for Mouse by Petr Horacek</p> | | <p>Duck in the truck by Jez Alborough</p> <p>Seaweed soup by Stewart J Murphy</p> | <p>Where's my teddy? By Jez Alborough</p> | <p>Monkey Puzzle Julia Donaldson KB</p> | <p>Bear in the Cave by Michael Rosen</p> |
| <p>Understanding the World</p> | <p>Daily Weather Chart -Days of the week, date, year & season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located, local walks. Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Sensory Explorations touch, sight, smell, taste & sound Collins snap science Investigation: What am I made of? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.</p> | | | | | | <p>Daily Weather Chart -Days of the week, date, year & season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Children familiarise themselves with the name of road, town the school is located aerial view & maps Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Food Cooking for a Celebration Collins snap science investigation: Which hat is best to wear today? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.</p> | | | |
| <p>Understanding the World Core Books</p> | <p>Resource: Snap Science Collins Teaching Framework Foundation Can I Build Another Me? Shinsuke Yoshitake Once there were Giants. Martin Waddell My Five Senses. Aliki My Family Tree. Zoe Clarke Anne Wilson What If We Were All The Same! C.M. Harris What I Like About Me! Allia Zobel Nolan</p> | | | | | | <p>Resource: Snap Science Collins Teaching Framework Foundation Bonfire Night. Katie Dicker Celebrate Diwali. National Geographic Scholastic The Story of Rana and Sita. Malachy Doyle The Night Before my Birthday. Natasha Wing Platypus and the Birthday Party. Chris Riddell Lanterns and Firecrackers: A Chinese New Year Story. Johnny Zucker and Jan Barger Cohen The Very First Christmas. Louie Stowell Celebrate Christmas National Geographic Scholastic</p> | | | |
| <p>Visits / Visitors</p> | <p>Reading and Writing: Visit to the Local Library Visit from the School Nurse –Visit hygiene & oral health</p> | | | | | | <p>Understanding the World: V&A Museum of Childhood https://www.vam.ac/uk Christmas Pantomime visits the school</p> | | | |

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| <p>Physical Development</p> | <p>Dev. Matters Observation checkpoint 3&4 year Children olds</p> | | <p>Gymnastics Unit 1 (The PE Hub lesson plans – Physical Literacy Unit 1 www.thepehub.co.uk) Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.</p> | | | | | <p>Dance Unit 1 ((The PE Hub lesson plans – www.thepehub.co.uk) Inc. preparation for Nativity - learn star dance Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practise physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.</p> | | | | |
| <p>Expressive Arts & Design</p> | <p>Developing drawing skills Self-Portraits Music</p> | | | | | | | <p>Developing painting skills Collins snap science investigation: What happens when you mix it? Music</p> | | | | |
| <p>Computing</p> | <p>Continuous provision - Children use technology to explore, enhance, solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum. Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and Beebots. Role-play areas reflect current topic and include suitable electronic devices as appropriate. Programs & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic</p> | | | | | | | <p>Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum. Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and Beebots. Role-play areas reflect current topic and include suitable electronic devices as appropriate. Navigating using Espresso and other programs Vocabulary - Positional Language Programs & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic</p> | | | | |
| <p>R.E</p> | <p>Who made the world wonderful and why?</p> | | | | | | | <p>Why is Christmas special for Christians?</p> | | | | |
| <p>Music</p> | <p>Unit 1 Pulse To understand pulse</p> | <p>Creating simple patterns</p> | <p>Understanding how sound is represented by symbols</p> | <p>Physicalising pulse in different ways</p> | <p>Maintaining pulse and identifying strong beats</p> | <p>Identifying tempo</p> | | <p>Unit 2 Timbre Different ways to use your voice</p> | <p>Different ways to use your body</p> | <p>High and low sounds</p> | <p>Loud and quiet sounds</p> | <p>Instruments of the orchestra</p> |

YR Curriculum Map Spring Term

| Topic | Underwater | | | | | | Week 7 | Growing | | | | |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| Topic Focus | Water | Underwater environments | Large underwater creatures | Sea creatures | Small underwater creatures | Pond/ river | Whole School Project Week | Parts of a plant What plants need to grow | Growing our own plants | Fruit and Vegetables | Easter Flowers through the seasons | |
| Role Play Area | Inside – Aquarium / Rock pool Outside – Home Additional Theme: The North Pole /The Riverboat | | | | | | | Inside – Jack and the Beanstalk House / Castle Outside – Home Additional Theme: The Garden Centre / Flower shop | | | | |
| Literacy Reading & Comprehension | Poems & Rhymes Water National Geographic Non-Fiction texts | The coral Kingdom | 2 Week Block Main text: The Rainbow Fish / Tiddler | | Tadpoles promise 2 week block | Handa's Surprise | | From seed to plant and Jasper's beanstalk | The Tiny Seed | The secrets of the vegetable garden and Handa's Surprise | The Easter story Plants amazing Science Planting a rainbow | |
| Core Books | | | | | | | | | | | | |
| Reading | Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression | | | | | | | Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression | | | | |
| Word reading (Phonics) | Phonics: Phase 3 Graphemes (Little Wandle Letters and Sounds Revised) Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily. Core books displayed in the class library. | | | | | | Phonics: Phase 3 Graphemes (Little Wandle Letters and Sounds Revised) Read simple sentences, multisyllabic words & some common exception words. Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily. | | | | | |
| Nursery Rhymes www.wordsforlife.org.uk/songs https://childrens.poetryarchive.org/explore/page/4/?form=241 | A sailor went to sea sea sea | Inside a shell by John Foster | One, two, three, four, five | Five little ducks | Five little speckled frogs | The Queen of Hearts | Five currant buns | It's raining, it's pouring | Ring a ring o' roses | Mary had a Little Lamb | There's a tiny caterpillar on a leaf | |
| Poetry recital | Humpty Dumpty (traditional) | | | | | | | | | | | |

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| <p>Personal, Social and Emotional</p> | <p>Golden Rules and learning the rules in the school and classroom.</p> <p>Time tabled routines to promote overall health & wellbeing.</p> <p>Children supported at lunchtimes to support eating & healthy choices.</p> <p>Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work.</p> <p>Continue learning about and reinforcing the golden rules.</p> <p>Rewarding children: White sticky labels with a comment of what a child has achieved, smile chart, special mentions, head teacher's awards.</p> <p>Activities to develop relationships/making friends/dealing with conflict/sharing.</p> | | <p>Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work.</p> <p>Self-Regulation- Self-help skills using Zones of Regulation</p> <p>High expectations for children following instructions, smile-chart, special mentions, head teacher's awards.</p> <p>Building and sustaining constructive & respectful relationships</p> <p>Dealing with conflict & sharing.</p> <p>Time tabled routines to promote overall health & wellbeing.</p> | | | | | | | |
| <p>Writing</p> | <p>Speaking and listening focus.</p> <p>Fine motor skills and Pencil grip</p> <p>Children independently writing their names</p> <p>Mark making and emergent writing relating to the focus book of the week.</p> <p>Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week.</p> <p>Choosing Independent activities each day linked to the core books of the week.</p> <p>Child initiated activity in The Hub – supports writing for a purpose.</p> <p>Celebration of children's independent writing at the end of each day</p> | | <p>Fine motor skills and Pencil grip</p> <p>Alphabet and letter formation.</p> <p>Children independently writing their names</p> <p>Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week.</p> <p>Choosing/Independent activities each day linked to core books of the week.</p> <p>Child initiated activity in The Hub – supports writing for a purpose.</p> <p>Celebration of children's independent writing at the end of each day</p> | | | | | | | |
| <p>Communication and language</p> | <p>Teachers continue to Promote and model active listening.</p> <p>Develop social phrases Good morning, Good afternoon etc.</p> <p>New vocabulary introduced via objects, pictures and photographs</p> <p>Vocabulary wall showing previously used vocabulary and reviewed in contexts.</p> <p>New vocabulary used repeatedly throughout the day.</p> <p>Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters.</p> <p>Teachers ask open questions</p> <p>Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library.</p> <p>Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories.</p> <p>Core books displayed in the class library.</p> | | <p>Teachers continue to Promote and model active listening</p> <p>New vocabulary introduced via objects, pictures and photographs</p> <p>Vocabulary wall showing previously used vocabulary and reviewed in contexts.</p> <p>New vocabulary used repeatedly throughout the day.</p> <p>Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals.</p> <p>Teachers ask open questions</p> <p>Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library.</p> <p>Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories.</p> <p>Core books displayed in the class library.</p> | | | | | | | |
| <p>Mathematics White Rose Maths</p> | <p>Number: Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4&5</p> | <p>Measures: shape and spatial thinking: Compare Mass Compare capacity</p> | <p>Number: 6,7&8</p> <p>Making Pairs</p> <p>Combining 2 groups</p> | <p>Number 6,7&8</p> <p>Making Pairs</p> <p>Combining 2 groups</p> | <p>Measures: shape and spatial thinking: Length</p> | <p>Number: 9&10</p> <p>Linking symbol with its cardinal number value</p> <p>Recording quantities dots tallies etc.</p> | <p>Measures: shape and spatial thinking: height and time.</p> | <p>Number: Comparing numbers to 10. One more and less</p> <p>Recording quantities dots</p> | <p>Number: Bonds to 10</p> | <p>3D shape pattern</p> |

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| | | | | | | | | tallies, no's etc | | | |
| Core Maths books | | Room on the broom by Julia Donaldson Who sank the boat? By Pamela Allen | None the number | Frog and toad a lost button by Arnold Lobel | The enormous crocodile | | I spy numbers Jean Marzello | The blue balloon by Mick Inkpen | None the number | Frog and toad a lost button by Arnold Lobel | A beach for Albert |
| Understanding the World | <p>Daily Weather Chart -Days of the week, date, year & season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located, local walks. Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Sensory Explorations touch, sight, smell, taste & sound Collins snap science Investigation: What am I made of? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Children & parents encouraged to participate in 'show & tell'</p> | | | | | | | | | | |
| Understanding the World Core Texts | <p>Resource: Snap Science Collins Teaching Framework Foundation Water National Geographic Kids Book of Nature Poetry. National Geographic Here We Are. Oliver Jeffers The Coral Kingdom. Laura Knowles Jennie Webber Ocean Animals Collection. National Geographic Amazing Giant Sea Creatures DK Ocean A Childrens' Encyclopedia DK SEA. Britta Teckentrup</p> | | | | | | | | | | |
| Visits / Visitors | <p>UW and CL: Visit to The London Aquarium Sea Life https://www.visitsealife.com/london/</p> <p>Computing: Visitor from Camden Learning Centre (CLC) https://camdenlearning.org.uk/school-improvement/camden-learning-centre/</p> | | | | | | | | | | |
| Physical Development | <p>Gymnastics Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 2 Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.</p> | | | | | | | | | | |
| | <p>Daily Weather Chart -Days of the week, date, year & season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located aerial view & maps Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Food Cooking for a Celebration Collins snap science investigation: Which hat is best to wear today? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Children & parents encouraged to participate in 'show & tell'</p> | | | | | | | | | | |
| | <p>Resource: Snap Science Collins Teaching Framework Foundation Once there were Giants. Martin Wadell Seed to Plant. National Geographic Kids Plants. National Geographic Kids How a Seed Grows. Helene J. Jordan Handa's Surprise. Eileen Browne Oliver's Fruit Salad. Vivianne French and Alison Bartlett Eating the Alphabet. Lois Ehert Planting a Rainbow. Lois Ehert From Seed to Plant. Gail Gibbons The Tiny Seed. Eric Carle Tree. Britta Teckentrup Van Gogh and the Post-Impressionists for Kids. Carol Sabbeth Camille and the Sunflowers. Laurence and Anholt</p> | | | | | | | | | | |
| | <p>Choose from: The garden centre http://www.camdengardencentre.co.uk/ Local area walks https://www.camden.gov.uk/camden-health-walks Hampstead Heath https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/wildlife-and-nature/Pages/default.aspx</p> | | | | | | | | | | |
| | <p>Dance Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 3 Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.</p> | | | | | | | | | | |

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| Expressive Arts & Design | Developing printing skills Print making Music – Performance Art: Whole class, large groups, small, or individual. Children matching or following a melody's, songs or dance. | | | | | | Developing painting skills Painting with focus on different artists/ painters Music – Performance Art: large groups, small, or individual. Children replicating, following or making a melody, songs or dance. | | | | |
| Computing | Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum. Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate. Programs & Apps: Espresso, 2simple software, 2paint program Busy things. Typing skills using writing program. Websites: BBC Schools, Phonics play, National Geographic. | | | | | | Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum. Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate. Programmes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, Navigating the web, National Geographic. | | | | |
| R.E | Why do Christians believe Jesus is special? | | | | | | What is so special about Easter? | | | | |
| Music | Unit 3 Rhythm Rhythm vs. pulse | Rhythms | Rhythm symbols and patterns | Rhythm notation | Reading and writing rhythmic notation | Improvising rhythms | Unit 4 Pitch What is pitch? | Combine: Lesson 2: High Sounds Lesson 3: Low sounds | Following the pitch | Changing the pitch | Creating high and low sounds |

YR Curriculum Map Summer Term

| Topic | Minibeasts | | | | | | Week 7 | Travelling and transport | | | | |
|--|---|--|----------------------|---|--|--|--|--------------------------------|---------------------|---|------------------|---------|
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| Topic Focus | Slimy Snails | Buzzing Bees | Spinning Spiders | Beautiful Butterflies and Crawling Caterpillars | Personal Journeys (favourite holidays) | | Ways to travel -land | Ways to travel -on water | Ways to travel -air | Destinations: Places we can travel to (related to children) | | |
| Role Play Area | Inside – Minibeast Laboratory Outside – Home Additional Theme: The Garden (alongside the home link to looking after minibeasts outside) | | | | | | Inside – The Travel Agents / The Train station /Rocket Outside – Home Additional Theme: The seaside | | | | | |
| Literacy Reading & Comprehension | Snail Trail | The Bee book National Geographic Non-fiction books | The Very Busy Spider | 2 Week Block Main text: The Very Hungry Caterpillar | The Journey home from Grandpas | | How will we get to the beach? | 2 Week Block Mr Gumpy's outing | Whatever next! | Rosie's Walk Mapping | | |
| Core Books | | | | | | | | | | | | |
| Reading | Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression Phonics: Phase 4 Graphemes (Little Wandle Letters and Sounds Revised) Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily. | | | | | | Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression Phonics: Phase 4 Graphemes (Little Wandle Letters and Sounds Revised) Read own writing. Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily. | | | | | |
| Word reading (Phonics) | | | | | | | | | | | | |
| Nursery Rhymes www.wordsforlife.org.uk/songs | There was an old lady | Hickory dickory dock | Incey Wincey spider | Old Macdonald had a farm | Little Miss Muffet | London Bridge is falling down London's burning | The wheels on the bus | Row row row your boat | Zoom zoom zoom | The Grand Old Duke of York | I am a music man | |
| Poetry recital | The Grand Old Duke of York (traditional) | | | | | | | | | | | |
| Personal, Social and Emotional | Continue reinforcing Golden Rules and learning the rules in the school and classroom. Structured Time table & routines with flexibility for children to make independent choices. Children supported at lunchtimes to support eating & healthy choices. Develop sense of responsibility and membership of their class and wider school community– Spaces for their work, spaces they can adapt and change within the environment, school councillors, prayer leaders etc. Self-Regulation- Self-help skills –using strategies to moderate their own and others feelings socially and emotionally. Zones of Regulation | | | | | | Continue reinforcing Golden Rules and learning the rules in the school and classroom. Structured Time table & routines with flexibility for children to make independent choices. Develop sense of responsibility and membership of their class and wider school community– Spaces for their work, spaces they can adapt and change within the environment, school councillors, prayer leaders etc. Self-Regulation- Self-help skills –using strategies to moderate their own and others feelings socially and emotionally. Zones of Regulation | | | | | |

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| | Rewarding children: smile chart, special mentions, head teacher's awards. Activities to develop relationships/making friends/dealing with conflict/sharing. – dialogic story time. | | | | | High expectations for children following instructions, smile-chart, special mentions, head teacher's awards. Building and sustaining constructive & respectful relationships Dealing with conflict & sharing – Dialogic story time | | | |
| Writing | Fine motor skills and Pencil grip Children independently writing their full names Mark making and emergent writing relating to the focus book of the week. Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing Independent activities each day linked to the core books of the week. Children write sentences with known sound-letter correspondences. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children's independent writing at the end of each day | | | | | Fine motor skills and Pencil grip Alphabet and letter formation. Children independently writing their full names Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing/Independent activities each day linked to core books of the week. Children write sentences with known sound-letter correspondences. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children's independent writing at the end of each day | | | |
| Communication and language | Dev. Matters CL&U Observation checkpoint 3&4 year Children olds | Teachers continue to Promote and model active listening Expect social phrases Good morning, Good afternoon etc. New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. Engage in conversations between people and characters Children talk and articulate their ideas using connectives. Teachers model accurate grammar with more complex sentences. Narration of events and actions. Exact repetition of words in stories and some in their own words. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library. Story time 3x per day Morning, lunchtime and home time. Stories re-read to children to develop a deep familiarity text, knowledge and vocabulary. Core books displayed in the class library. | | | | Teachers continue to Promote and model active listening New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. Engage in conversations between people and characters Children talk and articulate their ideas using connectives. Teachers model accurate grammar with more complex sentences. Narration of events and actions. Exact repetition of words in stories and some in their own words. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library. Stories re-read to children to develop a deep familiarity text, knowledge and vocabulary. Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories. Oral stories. Core books displayed in the class library. | | | |
| Mathematics White Rose Maths | Number: Building numbers to 10 and beyond Counting patterns to 10 and beyond | Spatial reasoning 1: Match rotate manipulate. | Number: Adding more & taking away | Spatial reasoning 2: Compose & Decompose: | Number: Patterns Doubling | Number: Grouping Even and Odd | Spatial reasoning 3: Visualise and build | Number: Patterns and relationships | Spatial reasoning 4 mapping |

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| Core Maths books | Jack the builder by Stuart J Murphy One Moose 20 mice | 1 is a snail 10 is a crab by AS | When one doesn't belong by Christopher Danielson | A new house for Mouse by Petr Horacek | | 1 is a snail 10 is a crab by April sayer | A new house for Mouse by Petr Horacek | A dozen ducklings lost and found | Snail trail by Jo saxton |
| Understanding the World | <p>Daily Weather Chart -Days of the week, date & year. Note and record the effect of seasonal changes. Contrasting environments –Regional & National Current topic books read aloud to extend children’s knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Local walks to understand special places and members of their community Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Sensory Explorations touch, sight, smell, taste & sound Collins snap science Investigation: What am I made of? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Children & parents encouraged to participate in ‘show & tell’</p> | | | | | <p>Daily Weather Chart -Days of the week, date& year. Note and record the effect of seasonal changes. Contrasting environments –Regional & National Current topic books read aloud to extend children’s knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located aerial view & maps local walks to understand special places and members of their community Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Food Cooking for a Celebration Collins snap science investigation: Which hat is best to wear today? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.</p> | | | |
| Understanding the World Core Books | <p>Resource: Snap Science Collins Teaching Framework Foundation The Snail Trail. Ruth Brown The Bee Book. DK BEE. Patricia Hegarty and Britta Teckenru Minibeasts: Ladybirds First Fabulous Facts. Jacqueline Crupi Superworm. Julia Donaldson and Axel Scheffler National Geographics Kids: Spiders. National Geographics Kids: Caterpillar to Butterfly. Our Amazing World: Spiders. Kay de Silva A Butterfly is Patient. Diana Ashton Aaarrgh, Spider! Lydia Monks</p> | | | | | <p>Resource: Snap Science Collins Teaching Framework Foundation My First Book of Transportation. Collins Lost and Found. Oliver Jeffers Mrs Armitage on Wheels. Quentin Blake Room on the Broom. Julia Donaldson The Hundred Decker Bus. Mike Smith A Journey Through Transportation. Carl Johanson Oi Get Off Our Train. John Burnington All Kinds of Cars. Carl Johanson Just Imagine. Nick Sharratt and Pippa Godhart At the Beach. National Geographic Kids I am Amelia Earhart. Brad Meltzer On the Train Shine- a -Light Book. Carron Brown</p> | | | |
| Visits / Visitors | <p>UW and CL: Visit to Camley Street Nature Park https://www.wildlondon.org.uk/reserves/camley-street-natural-park OR Hyde Park Lookout Centre https://www.royalparks.org.uk/learn/schools/eyfs</p> | | | | | <p>Computing: Visitor from Camden Learning Centre (CLC) https://camdenlearning.org.uk/school-improvement/camden-learning-centre/</p> | | | |
| Physical Development | <p>Gymnastics Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 4</p> | | | | | <p>Dance Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 5</p> | | | |

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| | Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Pencil grip to develop an accurate and fast handwriting style Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty. | | | | | | | Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Pencil grip to develop an accurate and fast handwriting style Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty. | | | | |
| Expressive Arts & Design | Developing 3D Modelling skills Focus on techniques for joining materials. Music – Performance Art: Whole class, large groups, small, or individual. Children copy, match or follow a melody’s, songs or choreographed dance. | | | | | | | Developing Collage skills Painting with focus on different artists/ painters Music – Performance Art: large groups, small, or individual. Children create a melody, songs or choreographed dance from learnt techniques. | | | | |
| Computing | Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum. Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate. Programes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic. | | | | | | | Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum. Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate. Programmes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic | | | | |
| R.E | What makes a place special? | | | | | | | What can we learn from stories? | | | | |
| Music | Unit 5 Contrasts Rhythm | Pitch | Dynamics | Articulation | Melody | Timbre | | Unit 6 Musical devices Conjunct melodies | Disjunct melodies | Imitation | Sequence | Riffs |

Y1 Curriculum Map Autumn Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | |
|--------------------------------|---|---|--|--|---|--|------------------------------------|---|---|---|--|--|--|
| English texts and genre | Narrative – retelling stories with repeating pattern The Story Tree (Hugh Lupton) | | | Narrative- stories in familiar settings Beegu (Alexis Deacon) | | | Whole School Project Week | Poetry The Worm (Ralph Bergengren) | Narrative and Poetry Aaaaaarrgh Spider! (Lydia Monks) | | Narrative – retelling Nativity Linked to RE unit 'Advent/Christmas- waiting | | |
| Phonics | Little Wandle programme daily | | | | | | | | | | | | |
| Story Time | Dear Zoo, Rod Campbell Where's Spot, Eric Hill | Ten Little Fingers and Ten Little Toes, Mem Fox and Helen Oxenbury The Very Hungry Caterpillar, Eric Carle | Each Pear Pear Plum, Janet and Alan Ahlberg The Elephant and the Bad Baby, Raymond Briggs | The Tiger Who Came to Tea, Judith Kerr | Little Mouse's Big Book of Fears, Emily Gravett | I Will Not Ever Never Eat a Tomato, Lauren Child | | Dogger, Shirley Hughes | Lost and Found, Oliver Jeffers | Room on the Broom, Julia Donaldson | Gorilla, Anthony Browne | The Snowman, Raymond Briggs | |
| Poetry recital | Incey Wincey Spider (traditional) | | | | | | | | | | | | |
| Maths | Number: Place value (within 10) | | | | | Number: Addition & Subtraction (within 10) | | | Number: Addition & Subtraction (within 10) | | | Geometry: Shape Number: Place value (within 20) | |
| R.E | What responsibility has God given people about taking care of Creation? | | | | | | | | Why is each person important in the Nativity story? | | | | |
| Visits / Visitors | History: Visit to local underground and overground stations different trains and see other transport along the way eg. Pupils are walking, cars, buses, motorbikes on the road, planes in the sky (a boat on the canal if they pass it!) | | | | | | | | Science: Visitor Zoo 4 U, a range of animals bought into school https://www.zoo4you.co.uk/ | | | | |
| Science | Plants We are learning to observe and compare trees around us | Plants We are learning to identify parts of a flowering plant. | Plants We are learning to investigate what plants need to grow | Plants We are learning to explain what plants need to grow | Seasonal Change 1 We are learning to observe and describe the seasons | Seasonal Change 2 We are learning to observe how trees change over the year. | | | Animals, including humans We are learning to identify and name animals | Animals, including humans We are learning to identify carnivores, herbivores and omnivores. | Animals, including humans We are learning to describe and compare the structure of animals | Animals, including humans We are learning to identify which animals people can keep as pets. | Seasonal Change 3 We are learning to describe the weather in different seasons (autumn and winter) |
| History | We are learning to | We are learning to | We are learning to | We are learning to | We are learning to | We are learning to | | Taught in 1 st half of term | | | | | |

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| | | | | | | (Physical health and fitness) | | | | | | | |
| Computing Computing systems and networks – <i>Technology around us</i> | Taught in 2 nd half of term | | | | | | | We are learning to identify technology | We are learning to identify a computer and its main parts | We are learning to use a mouse in different ways | We are learning to use a keyboard to type on a computer | We are learning to use the keyboard to edit text | We are learning to create rules for using technology responsibly |
| Spanish | Greetings | What is your name | Phonics | Phonics | Numbers 1 - 5 | How old are you? | | Colours | Colours | Animals | Animals | Christmas | |
| Music | Unit 1 Pulse To understand pulse | Creating simple patterns | Understanding how sound is represented by symbols | Physicalising pulse in different ways | Maintaining pulse and identifying strong beats | Identifying tempo | | Unit 2 Timbre Different ways to use your voice | Different ways to use your body | High and low sounds | Loud and quiet sounds | Instruments of the orchestra | |
| Food Tech | Berry red smoothie | | | | | | | | | | | | |

Y1 Curriculum Map Spring Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | |
|--------------------------------|--|--|---|--|---|--|---------------------------|--|---|--|---|---|--|
| English texts and genre | Comp | Assessment Non-fiction - Information Texts Spiders (Rebecca Gilpin) Animal Lives Spiders (Sally Morgan) | | | | Poetry The Puffin Book Of Fantastic First Poems (June Crebbin) | Whole School Project Week | Narrative The Snail and The Whale (Julia Donaldson) | | Narrative – recounts and retelling No Dinner! (Jessica Souhami) | | | |
| Phonics | Little Wandle programme daily | | | | | | | | | | | | |
| Story Time | We're Going on a Bear Hunt, Michael Rosen | Hairy Maclary from Donaldson's Dairy, Lynly Dodd | Not Now, Bernard, David McKee | Where the Wild Things Are, Maurice Sendak | The Jolly Postman, Janet and Alan Ahlberg | I Want My Hat Back, Jon Klassen | | The Cat in the Hat, Dr Seuss | Meg and Mog, Helen Nicholl | Would you Rather, John Burningham | Princess Smartyants, Babette Cole | I Want My Potty, Tony Ross | |
| Poetry recital | Row, Row, Row Your Boat (traditional) | | | | | | | | | | | | |
| Maths | Number: Place Value (within 20) | | | Number: Addition & Subtraction (within 20) | | | | Number: Place Value (within 50) | Measurement: Length and Height | | Measurement: Weight and Volume | | |
| R.E | Judaism – What is it like to live as a Jewish person? | | | | | | | Why might many Christians say that Easter is the most important festival? | | | | | |
| Visits / Visitors | Computing: Visitor from Camden Learning Centre (CLC), 'Programming B - introduction to animation' workshop https://camdenlearning.org.uk/school-improvement/camden-learning-centre/ | | | | | | | Science: Visit to Hampstead Heath, Plant Detectives workshop https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx OR Science: Hyde Park Lookout Centre: Exploring Spring (Seasons) https://www.royalparks.org.uk/learn/learn-in-hyde-park-and-kensington-gardens/primary OR Science: Science Museum – The Garden (Everyday Materials) https://www.sciencemuseum.org.uk/groups/garden-school-info | | | | | |
| Science | Everyday Materials We are learning to identify and name | Everyday Materials We are learning to identify and name | Everyday Materials We are learning to identify and name | Everyday Materials We are learning to describe the | Everyday materials We are learning to compare and group | Everyday materials We are learning to recognise | | Everyday materials We are learning to investigate | Everyday Materials We are learning to investigate transparent and | Everyday Materials We are learning to describe why different materials are | Seasonal Changes 4 We are learning to observe changes | Seasonal Changes 5 We are learning to describe the weather in | |

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| | a variety of everyday materials – wood, plastic and metal | a variety of everyday materials – rock, brick, glass and water | paper in a variety of forms | properties of everyday materials | different materials based on their properties | that objects can be made of more than one material. | | waterproof materials. | opaque materials | used for different purposes | across the seasons (spring) | different seasons. |
| History Changes within living memory - <i>Shopping</i> | We are learning to know the time and place of shopping through time | We are learning to understand how what shops looked like has changed through time | We are learning to understand how people being served in shops has changed through time | We are learning to understand how deliveries of food has changed over time | We are learning to understand how food has changed over time | We are learning to explain similarities and differences in shopping over time | Taught in 1 st half of term | | | | | |
| Geography <i>What is our weather like?</i> | Taught in 2 nd half of term | | | | | | | We are learning about the different types of weather in the UK | We are learning how to record weather | We are learning about extreme weather | We are learning about seasons (field trip – related to) | We are learning to find out where the coldest and hottest parts of the world are |
| Art and design | Sculpture (Chinese New Year) We are learning to investigate three-dimensional shapes used in Chinese New Year celebrations | We are learning to investigate three-dimensional shapes used in Chinese New Year celebrations | We are learning to design a sculpture. | We are learning to construct a former using papier mâché. | We are learning to model form. | | | Printing (Printing in Clay and on Paper) We are learning to hand print in clay. | We are learning to finger print on paper. | We are learning to print objects in clay. | We are learning to print on paper and use paste to print. | We are learning to print using blocks. |
| DT | Mechanical Systems (Fire Engines) | | | | | | | | | | | |
| PE | Gymnastics Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk) | | | | | | | Dance Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk) | | | | |
| PSHCE in addition | Whole School Project Week- Keeping Safe Studies | | | | | | | | | | | |

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| to weekly lesson | | | | | | | | | | | |
| PSHCE- Weekly lesson | To identify the qualities of a good friend (Caring friendships) | To explain the importance of compliments (Caring friendships) | To recognise positive qualities in themselves. (Respectful relationships) | To recognise achievements (Caring friendships) | To identify the qualities of a good friend. (Caring friendships) | To be able to identify different behaviours which might be bullying. (Respectful relationships) (Mental wellbeing) | Taught in 1 st half of term | | | | |
| Computing Programming A – <i>Moving a robot</i> | Taught in 2 nd half of term | | | | | | To explain what a given command will do | To act out a given word | To combine 'forwards' and 'backwards' commands to make a sequence | To combine four direction commands to make sequences | To plan a simple program |
| Spanish | Shapes | Shapes and colours | Days of the Week | Days of the Week | Retrieval Practice | Retrieval Practice | Our Bodies | Our Bodies | Our Face | Numbers 1-10 | Easter Celebrations |
| Music | Unit 3 Rhythm Rhythm vs. pulse | Rhythms | Rhythm symbols and patterns | Rhythm notation | Reading and writing rhythmic notation | Improvising rhythms | Unit 4 Pitch What is pitch? | Combine: Lesson 2: High Sounds Lesson 3: Low sounds | Following the pitch | Changing the pitch | Creating high and low sounds |
| Food Tech | Flatbreads with tomato topping | | | | | | | | | | |

Y1 Curriculum Map Summer Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | |
|--|--|---|--|--|--|--|---------------------------|--|--------|--|---|---|---|
| English texts and genre | Comp | Author study Quentin Blake | | Narrative - Fantasy Where the Wild Things Are (Maurice Sendak) | | | Whole School Project Week | Poetry The Puffin Book Of Fantastic First Poems (June Crebbin) | | Non-Fiction Our Street – linked to Geography topic | | | |
| Phonics | Little Wandle programme daily | | | | | | | | | | | | |
| Story Time | Dinosaurs and All That Rubbish, Michael Forman | Dear Mother Goose, Michael Rosen | Grandad's Island, Benji Davies | The Enormous Crocodile, Roald Dahl | Mr Majeika, Humphrey Carpenter | | | Lion at School and other stories, Philippa Pearce | | The Hodgeheg, Dick King-Smith | | | |
| Poetry recital | We're Going on a Bear Hunt by Michael Rosen | | | | | | | | | | | | |
| Maths | Number: Multiplication and Division | | | Number: Fractions | | Geometry: Position and Direction | | Number: Place value (within 100) | | Measurement: Money | Measurement: Time | | |
| R.E | Islam – What does it mean to be a Muslim? | | | | | | | | | | | | |
| Visits / Visitors | History: Visit out of school – local area walk to look at older homes (Victorian, Georgian) and newer homes (post-war and new builds) | | | | | | | | | | | | |
| Science | Animals, including humans We are learning to identify and name parts of the body (external) | Animals, including humans We are learning to identify and name parts of the body (internal) | Animals, including humans We are learning to name the 5 senses and identify which part of the body is associated with each | Animals including humans We are learning to investigate the sense of sound | Animals including humans We are learning to investigate the sense of smell | Animals including humans We are learning to investigate the sense of touch | | Animals including humans We are learning to investigate the sense of taste | | Animals including humans We are learning to investigate the sense of sight | Seasonal Changes 6 We are learning to observe changes across the seasons (summer) | Seasonal Changes 7 We are learning to describe the weather in different seasons | Plants We are learning to identify wild and garden plants |
| History Local History: Homes and schools where we live | We are learning to know the time and place of homes and schools in our local area | We are learning to identify older and newer homes | We are learning to identify older and newer homes in our local | We are learning to understand how the inside of homes have | We are learning to understand how our school has changed over time | We are learning to explain ways that homes and schools in our local | | Taught in 1 st half of term | | | | | |

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| <i>Digital writing</i> | | | on a computer | changing text | | with writing on paper | | | | | | |
| Spanish | Food | Food | Food | The Weather | The Weather | Retrieval Practice | | Family | Family | Feelings | Feelings | Retrieval Practice |
| Music | Unit 5 Contrasts Rhythm | Pitch | Dynamics | Articulation | Melody | Timbre | | Unit 6 Musical devices Conjunct melodies | Disjunct melodies | Imitation | Sequence | Riffs |
| Food Tech | Potato Salad | | | | | | | | | | | |

Y2 Curriculum Map Autumn Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | |
|--------------------------------|--|---|---|--|---|---|---------------------------|---|--|---|---|---|--|
| English texts and genre | Narrative Unit The Tiger Who Came To Tea (Judith Kerr) | | | Poetry The Works (Paul Cookson) | | Non-Fiction Non chronological report (living things and their habitats) | Whole School Project Week | Non-Fiction Non chronological report | Narrative Traction Man is Here (Mini Grey) | | | Comp Nativity rehearsals | |
| Phonics | Little Wandle programme daily (Phase 5 review) | | | | | | | | | | | | |
| Story Time | Amazing Grace, Mary Hoffman | | The Sheep Pig, Dick King-Smith | | | The True Story of the Three Little Pigs, Jon Scieszka | | Little Wandle programme daily (Bridge to Spelling) A Bear Called Paddington, Michael Bond | | | | Astrix the Gaul, Renné Goscinny | |
| Poetry recital | Leap Like a Leopard by John Foster | | | | | | | | | | | | |
| Maths | Number: Place value | | | | Number: Addition & subtraction | | | Number: Addition & subtraction | | | Geometry: Shape | | |
| R.E | Why did Jesus teach the Lord's prayer as the way to pray? | | | | | | | | | | | | |
| Visits / Visitors | History: Visitor in school from History Off the Page, 'Great Fire of London' workshop https://www.historyoffthepage.co.uk/courses/great-fire-london/ OR Visitor in school from Historic Workshops 'Great Fire and plague of London workshop https://www.historicworkshops.com/the-great-fire-and-plague-of-london-workshop.html OR Or Great Fire of London Workshop https://www.hrp.org.uk/tower-of-london/schools/key-stage-1/fire-fire/#qs.l1rw4o | | | | | | | | | | | | |
| Science | Plants We are learning to identify and compare different seeds. | Plants We are learning to understand how bulbs grow | Plants We are learning to observe how seeds germinate | Plants We are learning to describe how seeds germinate | Plants We are learning to find out how plants need light to grow and stay healthy | Plants We are learning to describe how plants need light to grow | | Living things and their habitats We are learning to explore and compare things that are living, dead or | Living things and their habitats We are learning to identify and name a variety of plants and animals in | Living things and their habitats We are learning to identify how living things are suited to their habitats | Living things and their habitats We are learning to describe how animals obtain food from | Living things and their habitats We are learning how plants and animals depend on | |

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| | | | | | | and stay healthy | | have never been alive | their habitats and what they provide | | plants and other animals. | each other in their habitats. | |
| History Important events in the history of Britain | We are learning to know the time and place of important events in history | We are learning to know the events of the Gunpowder Plot | We are learning to explain why we have Bonfire Night | We are learning to know the events of the Great Fire of London | We are learning to explain why we have Remembrance Day | We are learning to explain 3 important events in the history of Britain | | Taught in 1 st half of term | | | | | |
| Geography <i>What is the UK like?</i> | Taught in 2 nd half of term | | | | | | | We are learning to use simple maps | We are learning to understand aerial views | We are learning to make simple maps | We are learning to understand that the UK is made up of 4 countries | We are learning to identify mountains and rivers of the UK | We are learning to understand what it is like at the coast |
| Art and design | Drawing (Key Skills and Techniques) We are learning to create pictures by drawing in continuous line. | We are learning to draw figures (people) in movement. | We are learning to draw buildings. (Resist effect technique). | We are learning to draw from observation. | We are learning to draw nature from memory. | | | Painting (Nature) We are learning to mix and apply paint in different ways. | We are learning to create the colour green. | We are learning to change the consistency of paint. We are learning to make paint darker and lighter. | We are learning to mix and match colours. | We are learning to contribute to shared painting. | |
| DT | Mechanical Systems (Moving Pictures) | | | | | | | | | | | | |
| PE | Attack Defend Shoot Unit 1 (The PE Hub lesson plans – www.thepehub.co.uk) | | | | | | | | | | | | |
| PSHCE in addition to weekly lesson | | | | | | | | | | | | | |
| PSHCE-weekly lesson | To understand the benefits of eating at | To learn why medicines are taken | To learn where medicines come from | To identify what bullying is and how it makes | To understand conflict and explain | To know about different types of families. | | Taught in 1 st half of term | | | | | |
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| | least 5 portions of fruit and vegetables (Healthy Eating) | (Drugs, alcohol and tobacco) | (Drugs, alcohol and tobacco) | people feel. (Respectful relationships) | what to do when conflict arises. (Caring Friendships) | (Families and people who care for me) | | | | | | |
| Computing | Taught in 2 nd half of term | | | | | | | | | | | |
| Computing systems and networks – <i>IT around us</i> | | | | | | | To recognise the uses and features of information technology. | To identify information technology in the home. | To identify information technology beyond school. | To explain how information technology benefits us. | To show how to use information technology safely. | To recognise that choices are made when using information technology. |
| Spanish | Phonics | Greetings | Feelings | Numbers – 1 - 12 | All about me | Retrieval practice | Colours | Shapes | Shapes and colours | Animals | Christmas | |
| Music | Unit 7 Pulse and metre Understanding pulse | Understanding pulse | Creating simple patterns | Creating simple patterns | Understanding how sound is represented by symbols | Understanding how sound is represented by symbols | Physicalising pulse in different ways | Physicalising pulse in different ways | Maintaining pulse and identifying strong beats | Maintaining pulse and identifying strong beats | How many beats in a bar? | |
| Food Tech | Fruity Yoghurt Cups | | | | | | | | | | | |

Y2 Curriculum Map Spring Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | |
|--------------------------------|---|---|---|---|---|--|---------------------------|---|---|---|--|--|--|
| English texts and genre | Comp | Narrative The Princess and the White Bear King (Tanya Robyn Batt) | | | Non-Fiction Non-chronological report on Remarkable people from the past (linked to history) | | Whole School Project Week | Recounts (relating to real life experiences) | Non-Fiction Instructions How to keep a plant alive (linked to science) | | Narrative Unit Man on the Moon (Simon Bartram) | | |
| Phonics | Little Wandle programme daily (Spelling Units) | | | | | | | | | | | | |
| Story Time | The Queen's Nose, Dick King-Smith | | | Clarice Bean, That's Me, Lauren Child | The Story of Babar, Jean de Brunhoff | | | That rabbit belongs to Emily Brown, Cressida Cowell | | Finn Family Moomintroll, Tove Jansson | | | |
| Poetry recital | 30 Days Has September (traditional) | | | | | | | | | | | | |
| Maths | Measurement: Money | | Number: Multiplication and Division | | | | | | | | | | |
| R.E | Judaism – How are Jewish festivals celebrated and remembered? | | | | | | | | | | | | |
| Visits / Visitors | History: Visit to the Florence Nightingale Museum: A visit with Miss Nightingale workshop https://www.florence-nightingale.co.uk/a-visit-with-miss-nightingale/ RE: Visitor from Judaism for Schools PSHCE: Visitor-The London Fire Brigade Fire Safety workshop | | | | | | | | | | | | |
| Science | Uses of Everyday Materials We are learning to identify different materials and what they can be used for | Uses of Everyday Materials We are learning to compare how suitable materials are for different uses | Uses of Everyday Materials We are learning to test the absorbency of different materials and identify what these materials would be | Uses of Everyday Materials We are learning to test if and how the shapes of solid objects can be changed. | Uses of Everyday Materials We are learning to research key figures who have developed new materials | Uses of Everyday Materials We are learning to identify materials that are suitable for reusing and recycling | | Animals, including humans We are learning to recognise different animals' offspring | Animals, including humans We are learning to describe how animals change as they grow into adults | Animals, including humans We are learning to understand and describe a human life cycle. | Animals, including humans We are learning to understand and describe other animals' life cycles. | Animals, including humans We are learning to explain what animals need to survive. | |
| | Number: Multiplication and Division | | Measurement: Length and Height | | Measurement: Mass, Capacity and Temperature | | | How do the symbols of Easter help us to understand the meaning of Easter for Christians? | | Computing: Visitor in school from Camden Learning Centre (CLC) - Digital photography workshop https://camdenlearning.org.uk/school-improvement/camden-learning-centre/ | | | |
| | Science: Visitor with a young baby (member of staff, parent volunteer etc) | | | | | | | | | | | | |

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| | | | suitable for. | | | | | | | | |
| History Famous women through history | We are learning to know the time and place of some famous women through history | We are learning to explain the changes that Florence Nightingale made to hospitals | We are learning to compare the lives and work of Mary Seacole and Florence Nightingale | We are learning to understand that Emmaline Pankhurst helped to win women the right to vote | We are learning to understand the huge contribution Marie Curie made to medicine | We are learning to explain how some famous women have influenced the world | Taught in 1 st half of term | | | | |
| Geography <i>What are the different environments in the world?</i> | Taught in 2 nd half of term | | | | | | We are learning to understand what a continent is and locate the 7 continents | We are learning to use an atlas to locate the five oceans | We are learning to understand what the climate and landscape are like at the two poles | We are learning to understand what the climate and landscape is like around the equator | We are learning to write a report comparing different environments in the world |
| Art and design | Sculpture (Under the Sea) We are learning to explore clay. | We are learning to model with clay. | We are learning to apply clay techniques. | We are learning to apply clay techniques. | We are learning to paint on clay sculptures | | Printing (Roller and Ink Techniques) We are learning to print using our finger. | We are learning to use a roller to print. | We are learning to blend two colours of ink. | We are learning to polyprint with ballpoint markings. | We are learning to use objects to print. |
| DT | Structures (Kites) | | | | | | | | | | |
| PE | Gymnastics Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk) | | | | | | Dance Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk) | | | | |
| PSHCE in addition to weekly lesson | Whole School Project Week-Keeping Safe Studies Visitor-The London Fire Brigade | | | | | | | | | | |

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| PSHCE- Weekly lesson | To explore gender stereotypes in careers. (Respectful relationships) | To explore how life is different around the world. (Respectful relationships) | To recognise how it feels to be proud of someone else. (Respectful relationships) | To recognise and describe different feelings in themselves and others. (Mental wellbeing) | To learn that feelings change and that not everyone experiences the same feeling in the same situation. (Mental wellbeing) | Learn about 'big' feelings and how to manage them. (Mental wellbeing) | Taught in 1 st half of term | | | | | | | | | |
| Computing Programming B – <i>An introduction to quizzes using Scratch Jr</i> | Taught in 2 nd half of term | | | | | | <table border="1"> <tr> <td data-bbox="1211 531 1391 863">To explain that a sequence of commands has a start</td> <td data-bbox="1391 531 1581 863">To explain that a sequence of commands has an outcome</td> <td data-bbox="1581 531 1789 863">To create a program using a given design</td> <td data-bbox="1789 531 1957 863">To change a given design</td> <td data-bbox="1957 531 2141 863">To create a program using my own design</td> </tr> </table> | | | | | To explain that a sequence of commands has a start | To explain that a sequence of commands has an outcome | To create a program using a given design | To change a given design | To create a program using my own design |
| To explain that a sequence of commands has a start | To explain that a sequence of commands has an outcome | To create a program using a given design | To change a given design | To create a program using my own design | | | | | | | | | | | | |
| Spanish | Retrieval Practice | Days of the Week | Months of the Year | Seasons | Family | Retrieval Practice | Our Bodies | Face | The School | Pencil Case | Easter Celebrations | | | | | |
| Music | Unit 8 Tempo, Dynamics, Timbre Identifying tempo | Identifying tempo | High and low sounds | High and low sounds | Loud and soft sounds | Loud and soft sounds | Different ways to use the voice | Different ways to use the voice | Different ways to use instruments | Different ways to use instruments | Instruments of the orchestra | | | | | |
| Food Tech | Veggie Fajitas | | | | | | | | | | | | | | | |

Y2 Curriculum Map Summer Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | |
|--------------------------------|--|---|--|---|---|---|---------------------------|---|---|--|--|---|---------------|
| English texts and genre | Author Study Anthony Browne | | | SATS practice/ assessments | | | Whole School Project Week | Narrative - extended stories/ significant authors The Magic Finger (read before unit starts) George's Marvellous Medicine (Roald Dahl) | | | Poetry - Calligrams/ List poems The Works (Paul Cookson) | | |
| Phonics | Little Wandle programme daily (Spelling Units) | | | | | | | | | | | | |
| Story Time | Diary of a Wimpy Kid, Jeff Kinney | | | Winnie the Pooh, A A Milne | | | | The BFG, Roald Dahl | | | Pippi Longstocking, Astrid Lindgren | | |
| Poetry recital | Summer Days by Anne English | | | | | | | | | | | | |
| Maths | Number: Fractions | | | Measurement: time | | | | Statistics | | | Geometry: Position and Direction | | Consolidation |
| R.E | Islam – How do Muslims show commitment to God -Allah? | | | | | | | | | | | | |
| Visits / Visitors | Science: Visitor in school from a dentist/dental nurse (staff/parent contact or arrange with school nurse) RE: Visitor in school to talk about Islam (member of staff, parent volunteer etc) OR Visit to Central London Mosque https://www.iccuk.org/page.php?section=education&page=visits# | | | | | | | Science: Visit to London Zoo, 'Hands on' or 'Lifecycles' workshops https://www.zsl.org/zsl-london-zoo/schools Outer Circle Regent's Park, London, NW1 4RY | | | | | |
| Science | Animals, including humans We are learning to describe the importance of hygiene – hand washing | Animals, including humans We are learning to describe the importance of hygiene– brushing teeth | Animals, including humans We are learning to understand the importance of eating the right amount of different types of food | Animals, including humans We are learning to recognise the benefits of exercise | Animals, including humans We are learning to observe the effects of exercise. | Animals, including humans We are learning to explain how humans can stay healthy. | | Plants We are learning to find out how plants need a suitable temperature to grow and stay healthy. | Plants We are learning to describe how plants need a suitable temperature to grow and stay healthy. | Plants We are learning to find out how plants need water to grow and stay healthy. | Plants We are learning to describe how plants need water temperature to grow and stay healthy. | Plants We are learning to understand the life cycle of a plant. | |
| History | We are learning to know the time and place of some Significant events in history | We are learning to explain the achievements of Martha Ricks | We are learning to explain the achievements of Bessie Coleman and Amelia Earhart | We are learning to explain the achievements of Christopher Columbus | We are learning to explain the achievements of Neil Armstrong | We are learning to compare the achievements of Christopher Columbus and Neil Armstrong. | | Taught in 1 st half of term | | | | | |

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| Geography <i>What is it like to live in India?</i> | Taught in 2 nd half of term | | | | | | | We are learning to locate geographical features of Asia on a map | We are learning to locate geographical features of India on a map | We are learning to use aerial photographs to recognise features. | We are learning about what life is like in an Indian village | We are learning about what life is like in an Indian city | We are learning to write a report about the geography of India |
| Art and design | Collage and Textiles (Nature Collages) We are learning to explore materials by making rubbings. | We are learning to explore fish through art. | We are learning to make a collage. | (Learning to Weave) We are learning to make a box-loom weave. | | | | Digital Media (Expressive Portraits) We are learning to research and respond to artists' work. | We are learning to create an expressive portrait. | We are learning to modify an expressive portrait. | We are learning to create expressive portrait photographs. | We are learning to modify digital photographs | |
| DT | Mechanical Systems (Vehicles) | | | | | | | | | | | | |
| PE | Send and Return Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk) | | | | | | | Run Jump Throw Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk) | | | | | |
| PSHCE | Taught in 2 nd half of term | | | | | | | RHSE KS1, Module 2, Unit 2, Session 2 Treat others well... (TT) | RHSE KS1, Module 2, Unit 2, Session 3 ...and say sorry (TT) | RHSE KS1, Module 1, Unit 2, Session 2 Girls and Boys (TT) | RHSE KS1, Module 2, Unit 3, Session 2 Good secrets and bad secrets (TT) | RHSE KS1, Module 2, Unit 3, Session 3 Physical Contact (TT) | |
| Computing Creating Media-making music | To explain how music can make us feel. | To identify that there are patterns in music. | To describe how music can be used in different ways. | To show how music is made from a series of notes. | To create music for a purpose. | To review and refine our computer work. | | Taught in 1 st half of term | | | | | |
| Spanish | Food | Food | Food | The Weather | The Weather | Retrieval Practice | | Family | Family | Feelings | Feelings | The date (Retrieval of days and months) | |

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| Music | Unit 9 Rhythm Finding the pulse | Finding the pulse | Finding the pulse in a song | Finding the pulse in a song | Exploring the difference between pulse and rhythm | Exploring the difference between pulse and rhythm | | Using symbols to represent sounds | Using symbols to represent sounds | Recognising musical symbols | Recognising musical symbols | Composing a rhythm |
| Food Tech | Stuffed potato skins | | | | | | | | | | | |

Y3 Curriculum Map Autumn Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | |
|--------------------------------|--|---|---|---|--|--|------------------------------------|---|--|--|---|--|--|
| English texts and genre | Comp | Narrative The Frog Prince Continued (Jon Scieszka) | | | Narrative Grace and Family (Mary Hoffman and Caroline Birch) | | Whole School Project Week | Narrative Grace and Family | Narrative The Julian Stories (Ann Cameron) Comp | | Poetry Hot Like Fire (Valerie Bloom) | | |
| Reading Lesson text | The Frog Prince Continued... By John Scieszka | | | Grace and Family (Mary Hoffman and Caroline Birch) | | The Julian Stories (Ann Cameron) | | | Hot like fire By Valerie Bloom (Poetry) | | | | |
| Story Time | The Ice Bear (Jackie Morris) Ariki and the Giant Shark (Nicola Davies) A Dollop of Ghee and a Pot of Wisdom (Chitra Soundar) Ada Twist, Scientist (Andrea Beaty) | | | | | | | My Funny Family (Chris Higgins) Classic Fairy Tales (Berlie Doherty) The Little Black Fish (Samad Behrangi) | | | | | |
| Poetry recital | In a Dark, Dark Wood (traditional –anon) | | | | | | | | | | | | |
| Maths | Number: Place value | | | Number: Addition and Subtraction | | | | Number: Addition and Subtraction | | Number: Multiplication and Division | | | |
| R.E | What is the Bible's 'Big story'? | | | | | | | How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas? | | | | | |
| Visits / Visitors | Science: Visit to Natural History Museum, 'Dino Scene Investigation' workshop https://www.nhm.ac.uk/events/schools-dino-scene-investigation.html Cromwell Road, London, SW7 5BD History: Visit in school from History Off The Page: 'Early Man' workshop www.historyoffthepage.co.uk OR History: Visit in school from Historic Workshops: 'Stone Age' workshop https://www.historicworkshops.com/stone-age-workshop.html | | | | | | | English: Visitor in school - Author visit – Valerie Bloom https://valeriebloom.co.uk/tag/school-visit/ Science: Visitor in school from Francis Crick institute, 'Sounds like fun' workshop https://www.crick.ac.uk/partnerships/education-outreach OR Science: Science Museum – Forces focus Wonder Lab https://www.sciencemuseum.org.uk/groups/wonderlab-school-info | | | | | |
| | Financial skills for learning: Super Supper Challenge educationteam@hsbc.com | | | | | | | | | | | | |
| Science | Rocks We are learning to compare and group rocks based on appearance. | Rocks We are learning to compare and group rocks by physical properties (hardness). | Rocks We are learning to compare and group rocks by physical properties (permeability). | Rocks We are learning to understand how rocks change over time. | Rocks We are learning to describe how fossils are formed. | Rocks We are learning to recognise what soil is made from. | | Whole School Project Week | Animals including humans We are learning that animals, including humans, get nutrition from what they eat. | Animals including humans We are learning that animals, including humans, need the right types and amount of nutrition. | Animals including humans We are learning to understand the functions of the skeleton. | Animals including humans We are learning to identify and group animals with and without skeletons. | Animals including humans We are learning to understand the functions of muscles. |

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| History Stone Age Britain | We are learning to know the time and place of the Stone Age in Britain | We are learning to understand what life was like in the Palaeolithic and Mesolithic periods (hunter gatherers) | We are learning to understand what life was like in the Neolithic period (tools and farming) | We are learning to understand what life was like in the Neolithic period (homes) | We are learning to understand what stone circles, henges and barrows might have been used for | We are learning to explain how life changed from the Old Stone Age to the New Stone Age | | Taught in 1 st half of term | | | | | |
| Geography What are landscapes and climates like around the world? | Taught in 2 nd half of term | | | | | | | We are learning to understand what the surface of the Earth's surface is like. | We are learning to understand what the landscape is like in the British Isles | We are learning to understand where we find water on Earth | We are learning to understand how water is recorded on a map | We are learning to understand different climates | We are learning to understand what it is like living in hot and cold places. |
| Art and design | Drawing (Key Skills and Techniques) We are learning to draw a cartoon strip. | We are learning to create and draw using our imagination. | We are learning to draw our school buildings. | We are learning to design a seat. | We are learning to draw portraits in the style of Arcimboldo. | | | Painting (Patterns) We are learning to explore making different patterns. | We are learning to explore making different patterns. | We are learning to create art using patterns and dots. | We are learning to contribute to a shared piece of art. | | |
| DT | Mechanical Systems (Moving Monsters) | | | | | | | | | | | | |
| PE | Netball (The PE Hub lesson plans – www.thepehub.co.uk) | | | | | | | Football (The PE Hub lesson plans – www.thepehub.co.uk) | | | | | |
| PSHCE in addition to the weekly lesson | | | | | | | | Whole School Project Week-Equality Studies Anti-bullying week | | | | | |
| PSHCE weekly lesson | To understand what food groups make up meals. (Healthy Meals) | To explain how food choices can contribute to tooth decay. (Healthy Meals) | To learn about how feelings and emotions change and what helps people to | Learn about getting help, advice and support with feelings and emotions. | To develop an awareness and definition of bullying and unkindness. | To explore ways of resolving conflict. (Respectful relationships) | | Taught in 1 st half of term | | | | | |

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| | | | feel good. (Mental wellbeing) | (Mental wellbeing) | (Mental wellbeing) | | | | | | | | |
| Computing | Taught in 2 nd half of term | | | | | | | To explain how digital devices function | To identify input and output devices | To recognise how digital devices can change the way that we work | To explain how a computer network can be used to share information | To explore how digital devices can be connected | To recognise the physical components of a network |
| Spanish | Greeting and phonics | All about me | Colours | Numbers – 1 - 31 | Numbers – 1 - 31 | Retrieval practice | | Days of the Week | Months of the Year | The date | Seasons | Christmas | |
| Music | Unit 1 Pulse and Metre 1 Understanding pulse and rhythm | Exploring 4 beats in a bar | Exploring 2 beats in a bar | Exploring 3 beats in a bar | Exploring 6 beats in a bar | Recognising time signatures | | Unit 2 Body percussion basics | Exploring different sounds | Combine: Lesson 3; Developing body percussion (Part 1) Lesson 4: Developing body percussion (Part 2) | Composing a body percussion piece | Compose and perform your body percussion piece | |
| Food Tech | Tabbouleh Salad | | | | | | | | | | | | |

Y3 Curriculum Map Spring Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | |
|--------------------------------|--|--|--|---|--|---|---------------------------|---|--|---|--|--|--|
| English texts and genre | Narrative Mufaro's Beautiful Daughters (John Steptoe) | | | | Non-fiction Reports about changes from the Stone Age to the Bronze Age (linked to history) | | Whole School Project Week | Non-fiction cont. | Narrative Aesop's Fables | | Narrative creating stories Adventure/mystery stories Superheroes | | |
| Reading Lesson text | Mufaro's Beautiful Daughters (John Steptoe) | | | | Stig of the Dump (Clive King) | | | Stig of the Dump cont. | Aesop's Fables | | | | |
| Story Time | African Tales (Gcina Mhlophe) Charlotte's Web (E B White) | | | | | | | Arthur and the Golden Rope (Joe Todd-Stanton) How the Stars Came to Be (Poonam Mistry) Lob (Linda Newbery) | | | | | |
| Poetry recital | A Poem to be Spoken Silently by Pie Corbett | | | | | | | | | | | | |
| Maths | Number: Multiplication and Division | | | Measurement: Length and Perimeter | | | | Number: Fractions | | | Measurement: Mass and Capacity | | |
| R.E | Judaism – What does it mean to be Jewish? | | | | | | | Who is the most important person in the Easter story? | | | | | |
| Visits / Visitors | Visit to the British Museum 'Pre history workshop' https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/school-workshop-prehistory OR Self-guided prehistoric Britain tour at the British Museum, using published materials https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/visit-resource-prehistoric-britain RE: Visitor from Judaism for Schools | | | | | | | Computing: Visitor from Camden Learning Centre (CLC), 'Creating media – Stop frame animation' workshop OR Programming B Events and Actions workshop OR Visit to the CLC – Programming Lego WeDo workshop https://camdenlearning.org.uk/school-improvement/camden-learning-centre/ RE: Visit to parish church for Stations of the Cross | | | | | |
| Science | Forces and Magnets We are learning to understand how things move. | Forces and Magnets We are learning to compare how things move on different surfaces. (Part 1) | Forces and Magnets We are learning to compare how things move on different surfaces. (Part 2) | Forces and Magnets We are learning to observe how magnetic force can act at a distance to attract or repel. | Forces and Magnets We are learning to investigate which everyday materials are magnetic. | Forces and Magnets We are learning to understand how two magnets attract or repel each other. | | Light We are learning to recognise that we need light to see and that dark is the absence of light. | Light We are learning to understand that light is reflected from surfaces. | Light We are learning to understand how shadows are formed. | Light We are learning to investigate how the size of shadows can change. | Light We are learning how to stay safe in the sun. | |

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| History The Bronze and Iron Age in Britain | We are learning to know the time and place of the Bronze Age and Iron Age in Britain | We are learning to understand why metal was an improvement on stone for making tools and weapons | We are learning to compare Stone Age and Iron Age homes | We are learning to know who the Celts were and how they lived | We are learning to explain how life changed for people from the Stone age to the Iron Age | We are learning to explain how life changed for people from the Stone age to the Iron Age | Taught in 1 st half of term | |
| Geography What is it like to live in the countryside? | Taught in 2 nd half of term | | | | | | | We are learning to understand what a village is |
| Art and design | Sculpture (Houses) We are learning to investigate houses and their exterior properties. | We are learning to create surface texture on clay. | We are learning to make a clay relief. | We are learning to add details of pattern and texture to clay. | We are learning to add colour to clay. | | | Printing (Investigating Ways to Print) We are learning to make plaster-cast prints. |
| DT | Electrical Systems (Light up Signs) | | | | | | | Dance unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk) |
| PE | Gymnastics unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk) | | | | | | | Swimming – Intensive daily lessons |
| PSHCE in addition to weekly lesson | | | | | | | | Whole School Project Week- Keeping Safe Studies |
| PSHCE | To learn the definition of a vaccination, how the immune system | To learn the definition of a drug and that drugs (including medicines | To learn about the effects and risks of smoking tobacco and second-hand smoke. | To explore family differences and challenge stereotyping about families. | To identify the qualities of a good friend (Caring friendships) | To learn and explore what identity is and what makes everyone unique and | | Taught in 1 st half of term |

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| | functions and how they work to keep us healthy. (Health and Prevention) |) can be harmful to people. (Drugs, alcohol and tobacco) | (Drugs, alcohol and tobacco) | (Families and people who care for me) | | special. (Respectful relationships) | | | | | | |
| Computing Creating Media – <i>Desktop publishing</i> | Taught in 2 nd half of term | | | | | | | To recognise how text and images convey information | To recognise that text and layout can be edited | To choose appropriate page settings | To add content to a desktop publishing publication | To consider how different layouts can suit different purposes |
| Spanish | My family | Animals | Our bodies | Clothes | Clothes | Retrieval Practice | The School | Pencil case | Classroom | Living in a city | Easter Celebrations | |
| Music | Unit 3 Rhythm Understanding pulse and rhythm | Basic notation | Reading simple rhythms | Developing rhythm reading | Composing rhythms | Performing rhythms | Unit 4 Pitch What is pitch? | Combine: Lesson 2: High sounds Lesson 3: Low sounds | Low and high sounds | Following the pitch | Creating high and low sounds | |
| Food Tech | Tip-top Tuna Tarts | | | | | | | | | | | |

Y3 Curriculum Map Summer Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | |
|---|---|---|---|---|---|---|------------------------------------|--|---|--|---|--|--|
| English texts and genre | Non-fiction Ancient Egyptians (linked to history) | | | | Author study – recounts The Twits (Roald Dahl) | | Whole School Project Week | Author study cont. | Narrative - recounts Diary of a Killer Cat (Anne Fine) | | | | |
| Reading Lesson text | Non-fiction texts linked to Ancient Egyptians History unit | | | | The Twits by Roald Dahl | | | The Twits cont. | Diary of a Killer Cat (Anne Fine) | | | | |
| Story Time | Ronja the Robber's Daughter (Astrid Lindgren) Leon and the Place Between (Angela McAllister) The Real Boat (Marina Aromshtam) | | | | | | | Bill's New Frock (Anne Fine) The Day You Begin (Jacqueline Woodson) | | | | | |
| Poetry recital | On the Ning Nang Nong by Spike Milligan | | | | | | | | | | | | |
| Maths | Number: Fractions | | Measurement: Money | | Measurement: Time | | | Measurement: Time | Geometry: Shape | | Statistics | | |
| R.E | Buddhism – What did the Buddha teach his followers about life? | | | | | | | Who is Jesus? | | | | | |
| Visits / Visitors | History: Visit to the British Museum – Excavation in Egypt workshop https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/school-workshop-excavation-egypt OR Petrie Museum of Egyptian Archaeology https://www.ucl.ac.uk/culture/petrie-museum | | | | | | | RE: Visit to or Visitor from Wintershall: The life of Christ https://www.wintershall.org.uk/life-christ-school-leaders | | | | | |
| Science | Plants We are learning to identify different parts of plants (including flowering plants). | Plants We are learning to understand the function of the roots and stem/trunk of a plant. | Plants We are learning to understand the function of the leaves of a plant. | Plants We are learning to investigate what plants need for life and growth. (Part 1) | Plants We are learning to investigate how water is transported within plants. | Plants We are learning to investigate what plants need for life and growth. (Part 2) | | Plants We are learning to describe the life cycle of a flowering plant. | Plants We are learning to identify different parts of a flower and describe their function. | Plants We are learning to explain how plants are pollinated. | Plants We are learning to explain how seeds are formed and dispersed. | Plants We are learning to understand how different plants have different requirements to grow. | |
| History Ancient Civilisations: Egypt | We are learning to know the time and place of the earliest civilisations | We are learning to explain why the River Nile was so important in Ancient Egypt | We are learning to understand the religious beliefs of people in Ancient Egypt | We are learning to understand how and why the pyramids were built | We are learning to understand how historians use evidence make deductions | We are learning to explain some of the greatest achievements of the Ancient Egyptians | | Taught in 1 st half of term | | | | | |

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| <p>Geography</p> <p>What are the geographical features of Scotland and South America?</p> | <p>Taught in 2nd half of term</p> | | | | | | | <p>We are learning to understand key features of Scotland</p> | <p>We are learning about the capital city of Edinburgh</p> | <p>We are learning about rural life in Scotland</p> | <p>We are learning to find the human and geographical features of South America</p> | <p>We are learning about human and geographical features of Chile</p> | <p>We are learning about the Galapagos Islands</p> |
| <p>Art and design</p> | <p>Collage and Textiles (Stitching and Animal Collages) We are learning to understand the significance of textiles in other cultures.</p> | <p>We are learning to stitch.</p> | <p>We are learning to make a collage.</p> | <p>We are learning to make collages out of newspaper.</p> | | | <p>Digital Media (Exploring Digital Images) We are learning to create a digital collage.</p> | <p>We are learning to alter images and explore scale and composition.</p> | <p>We are learning to alter images to create an original design based on traditional Greek art.</p> | <p>We are learning to alter images in the style of Andy Warhol.</p> | <p>We are learning to create a digital still-life collage.</p> | | |
| <p>DT</p> | <p>Structures (Making Mini Greenhouses)</p> | | | | | | | | | | | | |
| <p>PE</p> | <p>Athletics (The PE Hub lesson plans – www.thepehub.co.uk) Rounders</p> | | | | | | | <p>Tennis (The PE Hub lesson plans – www.thepehub.co.uk)</p> | | | <p>Swimming – Intensive daily lessons</p> | | |
| <p>PSHCE</p> | <p>Taught in 2nd half of term</p> | | | | | | | <p>RHSE LKS2, Module 1, Unit 2, Session 1 We don't have to be the same (TT)</p> | <p>RHSE LKS2, Module 1, Unit 3, Session 1 What am I feeling? (TT)</p> | <p>RHSE LKS2, Module 1, Unit 3, Session 2 What am I looking at? (TT)</p> | <p>RHSE LKS2, Module 1, Unit 3, Session 3 I am thankful (TT)</p> | <p>RHSE LKS2, Module 2, Unit 2, Session 1 Friends, family and others (TT)</p> | |
| <p>Computing</p> <p>Programming A : <i>Sequencing sounds</i></p> | <p>To explore a new programming environment.</p> | <p>To identify that commands, have an outcome.</p> | <p>To explain that a program has a start.</p> | <p>To recognise that a sequence of commands can have an order.</p> | <p>To change the appearance of my project.</p> | <p>To create a project from a task description.</p> | | <p>Taught in 1st half of term</p> | | | | | |
| <p>Spanish</p> | <p>Weather</p> | <p>Weather</p> | <p>Food</p> | <p>Food</p> | <p>Food</p> | <p>Retrieval Practice</p> | | <p>Ways of transportation</p> | <p>Ways of transportation</p> | <p>Sports</p> | <p>Feelings</p> | <p>Summer</p> | |

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| Music | Unit 5 Texture Thin or rich textures | Monophonic texture | Homophonic texture | Polyphonic texture | Melody and Accompaniment | Mixing textures | | Unit 6 Musical processes Ostinati - repeating patterns | Vocal ostinati - repeating patterns using our voices | Instrumental ostinati - ground bass | Introducing musical drones | Drones and pedal notes |
| Food Tech | Super Veggie Spring Rolls | | | | | | | | | | | |

Y4 Curriculum Map Autumn Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | |
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| English texts and genre | Narrative The Wolves in the Walls (Neil Gaiman) | | | | Non-fiction – Explanations Animals including humans (linked to science) | | Whole School Project Week | Non-fiction cont. | Narrative Tales Told in Tents (Sally Pomme Clayton) | | | | |
| Reading Lesson text | The Wolves in the Walls (Neil Gaiman) | | | | Non-fiction – Explanations Animals including humans (linked to science) | | | Science topic books (living things) | Tales told in Tents (Short stories and poems from Central Asia) | | | | |
| Story Time | One Dog and his Boy (Eva Ibbotson) Jemmy Button (Jennifer Uman) The Poet's Dog (Patricia MacLachlan) | | | | | | | The Boy at the Back of the Class (Onjali Q. Raúf) Moon Man (Tomi Ungerer) | | | | | |
| Poetry recital | Winter by Judith Nicholls | | | | | | | | | | | | |
| Maths | Number: Place value | | | | Number: Addition and Subtraction | | | Number: Addition and Subtraction | Measurement: Area | Number: Multiplication and Division | | | |
| R.E | How did belief in God affect the actions of people from the Old Testament? | | | | | | | Is the Christmas message of peace still relevant to today's world? | | | | | |
| Visits / Visitors | History: Visitor in school - History Off The Page: 'Ancient Greece' http://www.historyoffthepage.co.uk OR History: Visitor in school - Historic Workshops: 'Ancient Greece' https://www.historicworkshops.com/ancient-greek-workshop.html Financial skills for work: Household Budgeting educationteam@hsbc.com | | | | | | | Art: Visit to the National Gallery – Places and Spaces tour https://www.nationalgallery.org.uk/learning/primary-schools/tours-and-storytelling OR Visit to the Wallace Collection – Landscapes and Seascapes https://www.wallacecollection.org/learn/teachers-and-schools/primary-schools/ Science: Visitor in school from Francis Crick institute, 'Sounds like fun' workshop https://www.crick.ac.uk/partnerships/education-outreach Geography: Visitor in school from Thames Explorer Trust Outreach – RIVERS https://thames-explorer.org.uk/schools-programme/ OR Thames Explorer Trust Online learning – RIVERS https://thames-explorer.org.uk/school-trips/rivers-and-environmental-issues-via-zoom/ | | | | | |

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| Science | Animals including humans We are learning to recognise the main body parts that make up the digestive system. | Animals including humans We are learning to understand the functions of the body parts that make up the digestive system. | Animals including humans We are learning to identify different types of human teeth and their functions. | Animals including humans We are learning to investigate how sugar can damage teeth. (Part 1) | Animals including humans We are learning to investigate how sugar can damage teeth. (Part 2) | Animals including humans We are learning to recognise producers, predators and prey. | | Animals including humans We are learning to construct and interpret food chains. | Living things and their habitats We are learning to recognise that living things can be grouped in a variety of ways – flowering/ non-flowering plants. | Living things and their habitats We are learning to recognise that living things can be grouped in a variety of ways-vertebrate groups. | Living things and their habitats We are learning to choose criteria that can be used to group living things. | Living things and their habitats We are learning to explore and use classification keys – vertebrate/ invertebrate groups. | |
| History Ancient Greece | We are learning to know the time and place of Ancient Greece | We are learning to understand Athenian democracy | We are learning to understand the contributions the Ancient Greeks made to maths, philosophy and medicine. | We are learning to describe entertainment in Ancient Greece | We are learning to know about architecture in Ancient Greece | We are learning to explain how the Ancient Greeks influenced us today | | Taught in 1 st half of term | | | | | |
| Geography 1.How do rivers and the coast shape the landscape? 2.What is the weather like around the world? | Taught in 2 nd half of term | | | | | | | 1.We are learning to understand what the coast is like | We are learning to understand the different animals and plants at the coast and how people look after the coast | We are learning to describe rivers | We are learning how people use rivers | 2.We are learning to understand how weather affects us | We are learning to understand how to record the weather |
| Art and design | Drawing (Key Skills) | We are learning to draw a | We are learning to sketch an | We are learning to draw | We are learning to | | | Painting (Land-scapes) | We are learning to colour and | We are learning to compose a | We are learning to paint a | We are learning to paint a | |

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| | and Techniques) We are learning to draw homes. | pictorial map. | object from the inside to the outside edge. | portraits using our imagination | design an award. | | | We are learning about landscapes | texture of paint. | range of landscapes. | landscape using water-colours. | landscape inspired by the Fauve artists. | |
| DT | Electrical Systems (Torches) | | | | | | | | | | | | |
| PE | Basketball (The PE Hub lesson plans – www.thepehub.co.uk) | | | | | | | | Football (The PE Hub lesson plans – www.thepehub.co.uk) | | | | |
| PSHCE in addition to weekly lesson | | | | | | | | Whole School Project Week-Equality Studies Anti-bullying Week | | | | | |
| PSHCE weekly lesson | To understand that food gives us energy. (Healthy eating) | To learn that medicines can be used to manage and treat medical conditions such as asthma. (Health and prevention) | To learn about the effects and risks of drinking alcohol. (Drugs, alcohol and tobacco) | To understand that infection can be spread through unclean hands and that handwashing can prevent the spread of infection. (Health and prevention) | To learn that infection can spread through sneezing and coughing and how to prevent this spread. (Health and prevention) | To learn about prejudice and how discrimination can affect people. (Respectful relationships) | | Taught in 1 st half of term | | | | | |
| Computing Creating Media- <i>Audio editing</i> | Taught in 2 nd half of term | | | | | | | To identify that sound can be digitally recorded. | To use a digital device to record sound. | To explain that a digital recording is stored as a file. | To explain that audio can be changed through editing. | To show that different types of audio can be combined and played together. | To evaluate editing choices made. |
| Spanish | Greeting and phonics | All about me | Colours | Numbers – 1 - 50 | Calendar | Seasons | | Time | Time | Animals | Animals | Christmas | |
| Music | Unit 7 Pulse and Metre | Understanding pulse and rhythm | Exploring 4 beats and 2 | Exploring 4 beats and 2 | Exploring 3 beats in a bar | Exploring 3 beats in a bar | | Exploring 6 beats in a bar | Exploring 6 beats in a bar | Exploring 5 beats in a bar | Exploring 5 beats in a bar | Recognising time signatures | |

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| | Understand ing pulse and rhythm | | beats in a bar | beats in a bar | | | | | | | | |
| Food Tech | Bruschetta | | | | | | | | | | | |

Y4 Curriculum Map Spring Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|---|--|--|--|--|--|---|---------------------------|---|--|--|---|---|
| English texts and genre | Narrative I was a Rat! (Philip Pullman) | | | | Poetry Creating images (a range of poetry anthologies) | | Whole School Project Week | Narrative The Iron Man (Ted Hughes) | | | | |
| Reading Lesson text | I was a Rat! (Philip Pullman) | | | | The Mousehole Cat (Antonia Barber) | | | The Iron Man (Ted Hughes) | | | | |
| Story Time | Danny the Champion of the World (Roald Dahl) Planet Omar: Accidental Trouble Magnet (Zanib Mian) | | | | | | | The Eye of the Wolf (Daniel Pennac) The Fastest Boy in the World (Elizabeth Laird) | | | | |
| Poetry recital | Don't Do That by Michael Rosen | | | | | | | | | | | |
| Maths | Number: Multiplication and Division | | | Measurement: Length and Perimeter | Number: Fractions | | | Number: Fractions | | Number: Decimals | | |
| R.E | Hinduism – How do Hindus worship? | | | | | | | What is Holy Communion and how does it build a Christian community? | | | | |
| Visits / Visitors | Visit to the London Mithraeum On-site facilitated workshop https://www.londonmithraeum.com/schools/ OR if unavailable: Visit to the British Museum – School presentation How Roman was Roman Britain? https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/school-presentation-how-roman-was-roman-britain | | | | | | | Computing: Visitor from Camden Learning Centre (CLC), 'Creating media – Music technology workshop OR Programming B Repetition in games workshop OR Visit to the Camden Learning Centre (CLC), Programming 'Lego WeDo' https://camdenlearning.org.uk/school-improvement/camden-learning-centre/ | | | | |
| Science | States of matter We are learning to recognise the properties of solids, liquids and gases. | States of matter We are learning to compare and group materials – solids, liquids and gases. | States of matter We are learning to investigate how temperature affects the rate of ice melting. | States of matter We are learning to identify how evaporation and condensation are part of the water cycle. | States of matter We are learning to investigate how temperature affects the rate of evaporation. | Living things and their Habitats We are learning to identify and name living things in the local environment. (Part 1) | | Sound We are learning to identify how sounds are made. | Sound We are learning to understand how sound travels. | Sound We are learning to find patterns between the pitch of a sound and the object that produced it. | Sound We are learning to find patterns between the volume of a sound and the vibrations that produced it. | Sound We are learning to investigate how the volume of sound changes based on the distance from the sound source. |
| History The Romans in Britain | We are learning to know the time and | We are learning to understand why the | We are learning to understand the | We are learning to know what a typical town in | We are learning to understand why | We are learning to explain the impact the | | Taught in 1 st half of term | | | | |

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| Computing Computing systems and networks- <i>The Internet</i> | Taught in 2 nd half of term | | | | | | | Connecting Networks | What is the internet made of? | Sharing information | Who owns the web | Can I believe what I read? |
| Spanish | My family | Animals | Our bodies | Clothes | Clothes | Retrieval Practice | | The School | Around school | School subjects (instructions) | Around the house | Easter Celebrations |
| Music | Unit 8 Timbre Exploring percussion | Exploring percussion | Home percussion | Home percussion | Body Percussion (Part 1) | Body Percussion (Part 1) | | Body Percussion (Part 2) | Body Percussion (Part 2) | Beatboxing basics | Beatboxing basics | Developing beatboxing |
| Food Tech | Yogurt Fruit Smoothies | | | | | | | | | | | |

Y4 Curriculum Map Summer Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------------------------------|---|--|---|---|--|---|------------------------------------|---|---|---|--|---|
| English texts and genre | Narrative Odysseus (Hugh Lupton, Daniel Morden, Christina Balit) | | | | Poetry A year full of poems (Michael Harrison) | | Whole School Project Week | Narrative The Lost Happy Endings (Carol Ann Duffy) | | | Non-Fiction – reports and explanation texts Rivers and Mountains | |
| Reading Lesson text | Odysseus (Hugh Lupton, Daniel Morden, Christina Balit) | | | | A Year Full of Poems by Michael Harrison & Christopher Stuart Clark | | | The Lost Happy Endings (Carol Ann Duffy) | | | Geography topic books | |
| Story Time | The Wild Robot (Peter Brown) The Borrowers (Mary Norton) | | | | | | | Emil and the Detectives (Erich Kästner) The Day of Ahmed's Secret (Florence Parry Heide) Tales of Hans Christian Andersen (Hans Christian Andersen) | | | | |
| Poetry recital | The Wind by Christina Rossetti | | | | | | | | | | | |
| Maths | Number: Decimals | | Measurement: Money | | Measurement: Time | | | Geometry: Properties of Shape | | Statistics | Geometry: Position and Direction | |
| R.E | Hinduism - What does it mean to be a Hindu? | | | | | | | Why is liturgy important to many Christians? | | | | |
| Visits / Visitors | Science: Visit to Hampstead Heath – ‘Classify that’ workshop https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx Computing: Visitor from Camden Learning Centre (CLC), ‘Programming B: Repetition in Games’ workshop https://camdenlearning.org.uk/school-improvement/camden-learning-centre/ | | | | | | | English: Visitor, Young Shakespeare Company, ‘Midsummer Night’s Dream’ workshop https://youngshakespeare.org.uk/ OR if unavailable English: Visit to or Visitor from the Globe Theatre (if Young Shakespeare Company unavailable) https://www.shakespearesglobe.com/learn/schools-and-teachers/primary-schools/primary-workshops-and-tours/ RE: Visitor – priest in school or church visit to learn about liturgy | | | | |
| Science | Living things and their habitats We are learning to identify and name living things in the local environment and how these change | Living things and their habitats We are learning to explore and use classification keys to identify living things in our local | Living things and their habitats We are learning to explore the positive impact humans can have on the environment. | Living things and their habitats We are learning to explore the negative impact humans can have on the environment. | Living things and their habitats We are learning to research the impact of environmental changes on animals. | Living things and their habitats We are learning to explain the impact of environmental changes on animals. | | Electricity We are learning to identify appliances that run on electricity. | Electricity We are learning to construct and record simple electrical circuits. | Electricity We are learning to identify whether or not a lamp will light in a simple circuit. | Electricity We are learning to understand the role of switches in an electrical circuit. | Electricity We are learning to recognise and test common conductors and insulators. |

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| | throughout the year. (Part 2) | environment. | | | | | | | | | | |
| History The Anglo Saxons in Britain | We are learning to know the time and place of Anglo Saxon Britain | We are learning to understand how the Anglo Saxons settled in Britain | We are learning to understand daily life in Anglo Saxon Britain | We are learning to understand the influence of Anglo Saxons on religious beliefs | We are learning to analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. | We are learning to explain who Alfred the Great was. | Taught in 1 st half of term | | | | | |
| Geography 1.What are the geographical features of Germany? 2.What are the geographical features of North America? | Taught in 2 nd half of term | | | | | | 1.We are learning to locate Germany using an atlas | We are learning to understand the importance of the river Rhine | We are learning to understand how land use has changed over time | 2.We are learning to identify physical features of North America | We are learning about Canada | We are learning about the Rocky Mountains |
| Art and design | Collage and Textiles (Plants and Patterns) We are learning to re-create the textures of the rainforest. | We are learning to work collaboratively to create a collage. | We are learning to investigate costume and textiles. | We are learning to decorate fabric. | | | Digital Media (Layers) We are learning to create a digital collage. | We are learning to alter images and explore scale and composition | We are learning to alter images to create an original design based on traditional Greek art | We are learning to alter images in the style of Andy Warhol | We are learning to create a digital still-life collage. | |
| DT | Mechanical Systems (Storybooks) | | | | | | | | | | | |
| PE | Athletics (The PE Hub lesson plans – www.thepehub.co.uk) Cricket | | | | | | Tennis (The PE Hub lesson plans – www.thepehub.co.uk) | | | | | |

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| PSHCE | Taught in 2 nd half of term | | | | | | | RHSE LKS2, Module 1, Unit 2, Session 3 What is puberty? (TT) | RHSE LKS2, Module 1, Unit 2, Session 4 Changing bodies (TT) | RHSE LKS2, Module 2, Unit 2, Session 2 When things feel bad (TT) | RHSE LKS2, Module 2, Unit 3, Session 3 Physical contact (TT) | RHSE LKS2, Module 1, Unit 4, Session 1 Life Cycles (TT) |
| Computing Programmin g A: <i>Repetition in shapes</i> | To identify that accuracy in programmin g is important. | To create a program in a text- based language. | To explain what 'repeat' means. | To modify a count- controlled loop to produce a given outcome. | To decompose a task into small steps. | To create a program that uses count- controlled loops to produce a given outcome. | | Taught in 1 st half of term | | | | |
| Spanish | The Weather | The Weather | Spain in the world | Food | Food | Retrieval Practice | | Transport | Hobbies | Routines and times | Routines and times | How do you feel? |
| Music | Unit 9 Rhythm Pulse and rhythm | Pulse and rhythm | Improvising rhythmic patterns | Improvising rhythmic patterns | Improvising in a piece of music | Improvising in a piece of music | | Using call and response in Samba music | Using call and response in Samba music | Improvising in a Samba style | Improvising in a Samba style | Summarisin g your learning on improvising |
| Food Tech | Cheeky Sandwich | | | | | | | | | | | |

Y5 Curriculum Map Autumn Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
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| English texts and genre | Narrative There's a Boy in the Girl's Bathroom (Louis Sachar) | | | | Poetry I had a Little Cat (Charles Causley) | | Whole School Project Week | Narrative Pax (Sara Pennypacker) | | | | |
| Reading Lesson text | There's a Boy in the Girl's Bathroom (Louis Sachar) | | | | I had a Little Cat (Charles Causley) | | | Pax (Sara Pennypacker) | | | | |
| Story Time | Tall Story (Candy Gourlay) The Weight of Water (Sarah Crossan) | | | | | | | Faery Tales (Carol Ann Duffy) The Lion, the Witch and the Wardrobe (C S Lewis) | | | | |
| Poetry recital | A Liking for the Viking by Celia Warren | | | | | | | | | | | |
| Maths | Number: Place value | | | Number: Addition and Subtraction | | Number: Multiplication and Division | | Number: Multiplication and Division | | Number: Fractions | | |
| R.E | What do the miracles tell us about Jesus? | | | | | | | How do art and music convey Christmas? | | | | |
| Visits / Visitors | History: Visitor in school - History Off the page: 'The Vikings' http://www.historyoffthepage.co.uk OR Visitor in school – Historic Workshops: 'The Vikings' https://www.historicworkshops.com/viking-workshop.html Science: Visit to the CRICK Institute, 'chemical changes' workshop https://www.crick.ac.uk/partnerships/education-outreach OR The Science Museum: Flash Bang Wallop Workshop https://www.sciencemuseum.org.uk/groups/flash-bang-wallop-school-info Financial skills for learning: Savvy Shopping educationteam@hsbc.com | | | | | | | Geography: Thames river cruise https://thames-explorer.org.uk/school-trips/ks2-boat-programme/ | | | | |
| Science | Properties and changes of materials We are learning to compare and group together everyday materials | Properties and changes of materials We are learning to investigate which materials are thermal conductors. | Properties and changes of materials We are learning to give reasons, based on evidence from fair | Properties and changes of materials We are learning to test which materials will dissolve in liquid to form a solution. | Properties and changes of materials We are learning to investigate variables that affect the rate of | Properties and changes of materials We are learning to separate insoluble substances from a mixture and | | Properties and changes of materials We are learning to separate soluble substances from a solution and | Properties and changes of materials We are learning to demonstrate that changes of state are | Properties and changes of materials We are learning to explain that some changes result in | Properties and changes of materials We are learning to explain that some changes result in new materials forming and are not usually | Properties and changes of materials We are learning to research how chemists |

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| | based on their properties. | | tests, for uses of everyday materials. | | sugar dissolving. | demonstrate that <i>mixing</i> is reversible. | | demonstrate that <i>dissolving</i> is reversible. | reversible changes. | new materials forming and are not usually reversible – <i>burning</i> . | reversible – <i>mixing</i> . | create new materials. |
| History The Viking and Anglo Saxon struggle for England | We are learning to know the time and place of the Viking invasion and settlement in Britain | We are learning to understand why the Vikings came to Britain | We are learning to analyse historical sources. | We are learning to explain why Alfred the Great was important for the Anglo-Saxon struggle for Britain | We are learning to explain how the Anglo-Saxons and Vikings struggled for Britain. | We are learning to explain how the Anglo-Saxons and Vikings struggled for Britain. | Taught in 1 st half of term | | | | | |
| Geography 1.How do oceans and rivers shape the land? 2.Why does the climate change around the world? | Taught in 2 nd half of term | | | | | | 1.We are learning to understand the threats to the ocean environment | We are learning to understand that there are 7 seas and how they are useful | We are learning to understand how rivers shape the land. | We are learning how rivers can be controlled | 2.We are learning to understand lines of latitude and longitude | We are learning to understand how the climate changes worldwide |
| Art and design | Drawing (Skills and Techniques) We are learning to draw in 3D. | We are learning to draw house from the past and present. | We are learning to learn techniques for drawing trees. | We are learning to draw a countryside landscape. | We are learning to draw portraits in different styles and compare them. | | Painting (Flowers) We are learning to explore the use of flowers in art. We are learning petal painting techniques. | We are learning to practice painting skills using a variety of tools and techniques | We are learning to draw and paint from observation | We are learning to paint using our imagination | We are learning to reproduce a well-known painting. | |

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| DT | Mechanical Systems (Moving Toys) | | | | | | | | | | | | |
| PE | Netball (The PE Hub lesson plans – www.thepehub.co.uk) | | | | | | | Football (The PE Hub lesson plans – www.thepehub.co.uk) | | | | | |
| PSHCE in addition to weekly lesson | | | | | | | | Whole School Project Week-Equality Studies Anti-bullying week Workshop-Modern day slavery Workshop-Anti radicalisation Careers-World of Work- Camden conference | | | | | |
| PSHCE weekly lesson | To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living. (Health and prevention) | To understand gender stereotypes. (Respectful relationships) | To learn how to talk about mental health and wellbeing, who can help us and how to ask for help. (Mental wellbeing) | To explore how and why people are excluded. (Mental wellbeing) | To explore the concept of fairness and how people decide what is fair and unfair. (Respectful relationships) | To explore migration. (Families and people who care for me) | | Taught in 1 st half of term | | | | | |
| Computing Creating Media-Vector drawing | Taught in 2 nd half of term | | | | | | | To identify that drawing tools can be used to produce different outcomes. | To create a vector drawing by combining shapes. | To use tools to achieve a desired effect. | To recognise that vector drawings, consist of layers. | To group objects to make them easier to work with. | To evaluate my vector drawing. |
| Spanish | Greeting and phonics | All about me | Colours | Numbers – 1 - 100 | Colours and numbers | Retrieval practice | | Storytelling | Storytelling | Sports | Hobbies | Shopping | |
| Music | Unit 10 Duration To understand how to maintain the pulse using the voice and body | To understand the difference between on and off beats | To explore on and off beats in different musical styles | To understand syncopated rhythms | To explore ostinatos | To understand polyrhythms | | Unit 11 Timbre To classify instruments | To imitate world percussion using sound sources in the home | To understand the role of percussion in programmatic music | To compose rhythmic ostinato patterns | To structure a piece of music | |
| Food Tech | Scones | | | | | | | | | | | | |

Y5 Curriculum Map Spring Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | |
|--------------------------------|---|---|---|---|---|---|--------|---------------------------|---|---|---|--|--|
| English texts and genre | Narrative Poems The Highway Man (Alfred Noyes) | | | | Non-fiction - non-chronological reports History of London (linked to history) | | | Whole School Project Week | Non-fiction cont. | Narrative Kensuke's Kingdom (Michael Morpurgo) | | | |
| Reading Lesson text | The Highway Man (Alfred Noyes) | | | | History topic books | | | | | Kensuke's Kingdom (Michael Morpurgo) | | | |
| Story Time | The Sleeping Army (Francesca Simon) High Rise Mystery (Sharna Jackson) | | | | | | | | A Wizard of Earthsea (Ursula Le Guin) | | | | |
| Poetry recital | The Highway Man by Alfred Noyes | | | | | | | | | | | | |
| Maths | Number: Multiplication and Division | | | Number: Fractions | | Number: Decimals and Percentages | | | Number: Decimals and Percentages | | Measurement: Perimeter and Area | Statistics | |
| R.E | Sikhi - How did the first five Sikh Gurus shape Sikhi? | | | | | | | | What happens in churches during Lent, Holy Week and Easter Sunday? | | | | |
| Visits / Visitors | History: Visit to the Foundling Museum https://foundlingmuseum.org.uk OR Visit to the Charles Dickens Museum – Explorer tour https://dickensmuseum.com/blogs/learning-key-stage-two/dickens-explorers | | | | | | | | Computing: Visitor from Camden Learning Centre (CLC), 'Programming A – Selection in physical computing' workshop OR Visit to the Camden Learning Centre (CLC) Robotics Lego EV 3 workshop https://camdenlearning.org.uk/school-improvement/camden-learning-centre/ RE: Visit to Westminster Abbey or St Paul's Cathedral https://www.westminster-abbey.org/learning OR https://www.stpauls.co.uk/resources/primary-schools-brochure RE: Visit to parish church for Stations of the Cross | | | | |
| Science | Earth and Space We are learning to describe the shape of the Earth, Sun and Moon. | Earth and Space We are learning to describe the movement of the Earth around the Sun and the Moon around the Earth. | Earth and Space We are learning to use a model of the solar system to describe the movement of planets. | Earth and Space We are learning to explain how the Earth's rotation causes day and night. | Earth and Space We are learning to identify the phases of the moon and explain why these occur. | Earth and Space We are learning to research scientific theories from the past about the solar system. | | | Living Things and their habitats We are learning to describe the life cycle of a mammal. | Living Things and their habitats We are learning to describe the life cycle of an amphibian and describe differences with life cycles of with | Living Things and their habitats We are learning to describe the life cycle of an insect and describe differences with life cycles of | Living Things and their habitats We are learning to describe the life cycle of a bird and describe differences with life cycles of | Living Things and their habitats We are learning to compare the life cycles of animals in the local environment with other animals |

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| | | | | | | | | other animals. | other animals. | other animals. | around the world. |
| History Changes to Britain and London during the Industrial Revolution | We are learning to know the time and place of the Georgian and Victorian era | We are to understand the difference between life for the rich and poor in Victorian London | We are learning to understand the impact of the industrial revolution on London | We are learning to understand the working conditions for children in Victorian London | We are learning to understand why people moved from rural areas to cities like London in the Victorian era | We are learning to understand why people moved from rural areas to cities like London in the Victorian era | Taught in 1 st half of term | | | | |
| Geography What is it like to live in a city? | Taught in 2 nd half of term | | | | | | We are learning to understand how cities are changing | We are learning to understand how London has grown and changed over time. | We are learning to understand different types of industry | We are learning to understand what causes pollution and investigate clean energy in our area. | We are learning about renewable and non-renewable energy |
| Art and design | Sculpture (Abstract Sculptures) We are learning to explore abstract art and the work of Kandinsky. | We are learning to make watercolour studies of Kandinsky's work. | We are learning to develop ideas for a sculpture. | We are learning to construct an abstract sculpture. | We are learning to add colour to a sculpture. We are learning to review and evaluate our own and each other's work. | | Printing (Exploring Surfaces) We are learning to explore monotype printing | We are learning to explore printing on a range of paper surfaces. | We are learning to make prints using the intaglio method. | We are learning to explore texture in print. | We are learning to bring our printing learning together to make our own original print. |
| DT | Structures (Making African Instruments) | | | | | | | | | | |
| PE | Gymnastics Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk) | | | | | | Dance (The PE Hub lesson plans – www.thepehub.co.uk) | | | Swimming – Intensive daily lessons | |
| PSHCE in addition to | | | | | | | Whole School Project Week- Keeping Safe studies Camden-Crossing the road safely workshops Workshop-Growing Against Violence-Anti-gangs Workshop-Internet safety | | | | |

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| weekly lesson | | | | | | | | | | | | |
| PSHCE | To develop a sense of belonging. (Caring friendships) | To know how to deal with feelings in relationships. (Respectful relationships) | To know the difference between big and small feelings. (Mental wellbeing) | To explain the functions of nutrients and fibre. (Healthy eating) | To explain the reasons it is important to keep hydrated. (Healthy eating) | To identify and interpret information on food labels. (Healthy eating) | | Taught in 1 st half of term | | | | |
| Computing Computing systems and networks - <i>Systems and Searching</i> | Taught in 2 nd half of term | | | | | | | To explain that computers can be connected together to form systems | To recognise the role of computer systems in our lives | To identify how to use a search engine | To describe how search engines select results | To recognise why the order of results is important, and to whom |
| Spanish | Family - Possessive determiners | Pets - Tener (I have) | Our bodies | Clothes | Clothes | Retrieval Practice | | School | Classroom (conversation) | Living in a city | Around my home | Easter Celebrations |
| Music | Unit 3 Rhythm To learn ostinato patterns inspired by West African drumming | To structure and perform a piece inspired by West African drumming | To understand how rhythmic cycles feature in Indian classical music | To perform a <i>ṭukḍā</i> in a rhythmic cycle | To explore key characteristics of Samba | To understand the different elements of a Samba performance | | Unit 13 Tonality Recognising melody | Constructing and playing a melody using a scale | Melody and tonality | Spreading the news and telling a tale - the passing down of tunes in folk song | Renaissance and Baroque variations, opera arias and jazz scat - show off that melody! |
| Food Tech | Vegetable Cous Cous | | | | | | | | | | | |

Y5 Curriculum Map

Summer Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | |
|--------------------------------|--|--|--|---|---|---|---------------------------|---|---|--|--|--|--|
| English texts and genre | Narrative Street Child by Berlie Doherty | | | Non-fiction Newspaper reports linked to Street Child by Berlie Doherty | | Non-fiction Living things (linked to science) | Whole School Project Week | Non-fiction cont. | | Poetry Rainforests | | | |
| Reading Lesson text | Street Child by Berlie Doherty | | | Newspaper reports | | Science books linked to Earth and Space | | Science books linked to Earth and Space | Unmentionable by Paul Jennings (short stories) | | | | |
| Story Time | The Last Wild (Piers Torday) Rooftoppers (Katherine Rundell) | | | | | | | The Unforgotten Coat (Frank Cottrell Boyce) Alice's Adventures in Wonderland (Lewis Carroll) | | | | | |
| Poetry recital | The Listeners by Walter de la Mare | | | | | | | | | | | | |
| Maths | Geometry: Shape | | | Geometry: Position and direction | | Number: Decimals | | Number: Decimals | | Number: Negative Numbers | Measurement: Converting units | Measurement: Volume | |
| R.E | Sikhi - How did the final five human Sikh Gurus shape Sikhi? | | | | | | | How do Muslims live and embrace their faith in a diverse world? | | | | | |
| Visits / Visitors | Art: Visit to The Victoria and Albert Museum https://www.vam.ac.uk/info/schools OR DT: Visit to the Design Museum - Hands-on design workshop https://designmuseum.org/the-design-museum-campus/schools-and-colleges/hands-on-design-workshops | | | | | | | Science: Visit to Royal Observatory Greenwich, 'Sun, Earth and Moon' workshop and 'Universe on your doorstep' Planetarium Show https://www.rmg.co.uk/schools-communities/schools/royal-observatory-national-maritime-museum-greenwich-london-se10-9nf RE: Visitor in school to talk about Islam (staff member or parent volunteer) | | | | | |
| Science | Forces We are learning to explain why unsupported items fall towards Earth. | Forces We are learning to investigate the effects of friction. | Forces We are learning to identify the effects of air resistance. (planning) | Forces We are learning to identify the effects of air resistance. (investigating) | Forces We are learning to identify the effects of water resistance. | Forces We are learning to recognise that levers allow a smaller force to have a greater effect. | | Forces We are learning to recognise that pulleys and gears allow a smaller force to have a greater effect. | Living Things and their Habitats We are learning to describe the life process of reproduction in some plants and animals. | Living Things and their Habitats We are learning to grow and make observations of new plants from parts of a parent plant. | Animals including Humans We are learning to describe the changes as humans develop to old age. | Animals including Humans We are learning to identify the changes experienced in puberty. (links to RSE) | |

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| History The Mayan Civilisation | We are learning to know the time and place of the Mayan civilisation | We are learning describe traditional Maya way of life | We are learning to explain Mayan religious beliefs | We are learning to explain what Mayan discoveries tell us about Mayan civilisation | We are learning to explain the collapse of the Maya | We are learning to explain whether the Mayans were an advanced civilisation (comparison with Stone Age Britain) | Taught in 1 st half of term | | | | | |
| Geography What are the key geographical features Kenya and the UK? | Taught in 2 nd half of term | | | | | | | | | | | |
| Art and design | Collage and Textiles (Working with Wool) We are learning to explore ways to alter cloth. | We are learning to embroider. | We are learning to weave on a twig loom. | We are learning to mark-make with wools. | We are learning to mark-make with wools. | | Digital Media (Digital Towns) We are learning to practice and apply digital image-manipulation techniques. | We are learning to use text in Pixlr. | We are learning to create art using printed digital media. | We are learning to edit digital images. | We are learning to consolidate skills and techniques for image editing. | |
| DT | Electrical Systems (Alarms) | | | | | | Tennis (The PE Hub lesson plans – www.thepehub.co.uk) | | | | | |
| PE | Rounders (The PE Hub lesson plans – www.thepehub.co.uk) Athletics | | | | | | | | | | | |
| PSHCE | Taught in 2 nd half of term | | | | | | RHSE UKS2, Module 1, Unit 3, Session 1 Body image (TT) | RHSE UKS2, Module 1, Unit 3, Session 3 Emotional changes (TT) | RHSE UKS2, Module 1, Unit 3, Session 4 Seeing stuff online (TT) | RHSE UKS2, Module 2, Unit 2, Session 1 Under pressure (TT) | RHSE UKS2, Module 1, Unit 4, Session 3 Menstruation (TT) | |

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| Computing Programming B- <i>Selection in quizzes</i> | To explain how selection is used in computer programs. | To relate that a conditional statement connects a condition to an outcome. | To explain how selection directs the flow of a program. | To design a program which uses selection. | To create a program which uses selection. | To evaluate my program. | | Taught in 1 st half of term | | | | |
| Spanish | The Weather | Food | Food | Spanish in the World | Spanish speaking countries | Retrieval Practice | | Ways of transport | Professions | Routines and Time | Routines and Time | Instruments /Music |
| Music | Unit 14 Structure Binary form | Ternary form | Sonata form | Sonata and rondo form | Rondo form | Musical structures recap | | Unit 15 Beat, pulse, rhythm, structure Exploring recitative and arias | Introducing Gamelan - a review of polyrhythms | Gamelan - interlocking melodies | Composing a gamelan ensemble piece | Graphical notation and Djembe rhythms |
| Food Tech | Falafel Pittas | | | | | | | | | | | |

Y6 Curriculum Map Autumn Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|---------------------------------------|--|--|---|---|---|--|---------------------------|---|--|--|--|---|
| English texts and genre | Narrative Skellig-David Almond | | | | | | Whole School Project Week | Biographies Nelson Mandela/Barack Obama | | Narrative (graphic novel) Mouse, Bird, Snake, Wolf – David Almond | | |
| Reading Lesson text | Skellig (David Almond) | | | | | | | Biographies Nelson Mandela/ Barack Obama | | Mouse, Bird, Snake, Wolf – David Almond | | Science topic books |
| Story time | If You Find This (Matthew Baker) A Story Like the Wind (Gill Lewis) | | | | | | | Stay Where You Are and Then Leave (John Boyne) Blackberry Blue (Jamila Gavin) | | | | |
| Poetry recital | The Eagle by Alfred Lord Tennyson | | | | | | | | | | | |
| Maths | Number: Place Value | | Number: Addition, Subtraction, Multiplication and Division | | | | | Number: Fractions | | | | Measurement: converting units |
| R.E | What might the journey of life and death look like from a Christian perspective? | | | | | | | How would Christians advertise Christmas to show what Christmas really means today? | | | | |
| Visits / Visitors | History: Visit to the Imperial War Museum, ‘We Were There: Ask Questions About Conflict’ learning session https://www.iwm.org.uk/visits/iwm-london/schools/learning-sessions Lambeth Rd, London, SE1 6HZ OR History: Visit to the RAF Museum: ‘Air Raid!’ Workshop. https://www.rafmuseum.org.uk/london/schools/school-activity-programme/ Financial skills for work: World of Work educationteam@hsbc.com | | | | | | | Science: Visitor in school - Science Off the Page, ‘Predators and Prey’ workshop https://www.historyoffthepage.co.uk/ Geography: Hyde Park – Terrific Trees and Carbon (the role of trees in climate change) https://www.royalparks.org.uk/learn/schools/sessions-parks/primary-ks1-ks2#sustainability | | | | |
| Science | Living things and their habitats We are learning to describe how and why living things are classified. | Living things and their habitats We are learning to classify plants. | Living things and their habitats We are learning to classify animals. (vertebrates) | Living things and their habitats We are learning to classify animals. (invertebrates) | Living things and their habitats We are learning to classify micro-organisms. | Living things and their habitats We are learning to investigate the growth of micro-organisms. | | Evolution & Inheritance We are learning to recognise that living things have changed over time. | Evolution & Inheritance We are learning to recognise that fossils provide evidence of evolution. | Evolution & Inheritance We are learning to recognise that living things produce offspring of the same kind but are normally not identical. | Evolution & Inheritance We are learning to understand how plants are adapted to their environment. | Evolution & Inheritance We are learning to identify how animals are adapted to their environment. |
| History The impact of World | We are learning the time | We are learning to explain the | We are learning to understand | We are learning to explain | We are learning to explain the | We are learning to explain the | | Taught in 1 st half of term | | | | |

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| | | | solvents, medicines and other legal and illegal drugs. (Drugs, alcohol and tobacco) | | | | | | | | | | |
| Computing | Taught in 2 nd half of term | | | | | | | To review an existing website and consider its structure. | To plan the features of a web page. | To consider the ownership and use of images (copyright) | To recognise the need to preview pages. | To outline the need for a navigation path. | To recognise the implications of linking to content owned by other people. |
| Spanish | Greeting and phonics | All about me | Where do you live | Numbers – 1 - 1000 | Calendar | Calendar | | Sports | Hobbies and travel | Holiday hobbies | Story | Christmas | |
| Music | Unit 16 Metre To understand the difference between three and four time | To understand the difference between three and four time | To explore changes in metre | To explore changes in metre | To explore compound time | To explore compound time | | To develop our understanding of compound time | To develop our understanding of compound time | To explore irregular metre | To explore irregular metre | To develop our understanding of irregular metre | |
| Food Tech | Cheesy leek parcels | | | | | | | | | | | | |

Y6 Curriculum Map Spring Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------------------------------|---|--|--|--|---|--|---------------------------|--|---|---|---|---|
| English texts and genre | Narrative Goodnight Mr Tom – Michelle Magorian | | | | | | Whole School Project Week | Non-fiction Black and British by David Olusoga | | | | Creative Writing Alma (short film) |
| Reading Lesson text | Goodnight Mister Tom | | | | | | | Non-fiction Black and British by David Olusoga | | | | |
| Story Time | Shakespeare Stories (Leon Garfield) The Other Side of Truth (Beverley Naidoo) | | | | | | | Arthur. The Seeing Stone (Kevin Crossley-Holland) Where the River Runs Gold (Sita Brahmachari) | | | | |
| Poetry recital | The River by Valerie Bloom | | | | | | | | | | | |
| Maths | Number: Ratio | | Number: Algebra | | Number: Decimals | | | Number: Fractions, Decimals, and percentages | | Measurement: Perimeter, area and Volume | | Statistics |
| R.E | Buddhism – What does it mean to be a Buddhist? | | | | | | | How does the Christian festival of Easter offer hope? | | | | |
| Visits / Visitors | History: Visitor in school - History Off the Page – Homefront 1940s workshop https://www.historyoffthepage.co.uk/ OR History: Visitor in school – Historic Workshops – World War II workshop https://www.historicworkshops.com/ww2-workshop.html Theatre visit- West End Production (Booking agreed with Head of School and Y6 teacher) | | | | | | | RE: Visit to parish church for Stations of the Cross Computing: Visitor from Camden Learning Centre (CLC), ‘Co spaces– 3D creations workshop https://camdenlearning.org.uk/school-improvement/camden-learning-centre/ | | | | |
| Science | Animals, including humans We are learning to identify the main parts of the circulatory system and describe the function of the heart. | Animals, including humans We are learning to describe the function of blood. | Animals, including humans We are learning to describe the function of blood vessels. | Animals, including humans We are learning to describe how nutrients and water are transported in humans. | Animals, including humans We are learning to investigate heart rate. (planning) | Animals, including humans We are learning to investigate heart rate. (investigating) | | Animals, including humans We are learning to understand what is meant by a balanced diet. | Animals, including humans We are learning to recognise how diet affects the way the body functions. | Animals, including humans We are learning to recognise the benefit of exercise on how the body functions. | Animals, including humans We are learning to recognise the impact of drugs on how the body functions. | Animals, including humans We are learning to identify other lifestyle factors that impact how the body functions. |
| History | We are learning to know the time and place of | To understand the problems Britain faced | To know and understand the | To understand what life was like in London | To understand the changes to life in London | To understand the changes to life in London | | Taught in 1 st half of term | | | | |

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| Computing Programming A – <i>Variables in games</i> | Taught in 2 nd half of term | | | | | | | To define a 'variable' as something that is changeable | To explain why a variable is used in a program | To choose how to improve a game by using variables | To design a project that builds on a given example | To use my design to create a project |
| Spanish | My family - Possessive determinants | I have - Pets/ animals | Our bodies | Clothes | Clothes | Retrieval Practice | | School | Pencil case | Around my home | My town | Easter Celebrations |
| Music | Unit 17 Harmony To sing in canon | To sing in canon | To explore chords | To explore chords | To explore bass lines | To explore bass lines | | To explore singing in thirds | To explore singing in thirds | Learning how to harmonise | Learning how to harmonise | To develop a song through the use of harmony |
| Food Tech | Royal Rice | | | | | | | | | | | |

Y6 Curriculum Map Summer Term

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------------------------------|--|--|---|--|---|---|--|---|--|--|---|---------|
| English texts and genre | Narrative poem The Lady of Shalott- Lord, Alfred Tennyson | | | | Speech writing | Narrative Wonder- R.J. Palacio | Whole School Project Week | Narrative Wonder- R.J. Palacio (continued) | | | | |
| Reading Lesson text | The Lady of Shalott- Lord, Alfred Tennyson | | | | Wonder – R.J. Palacio | | | Narrative Wonder- R.J. Palacio (continued) | | | | |
| Story Time | Pig Heart Boy (Malorie Blackman) Secret Friends (Elizabeth Laird) | | | | | | | Journey to the River Sea (Eva Ibbotson) Where do you go, Birdy Jones? (Joanna Nadin) | | | | |
| Poetry recital | The Witches extract from Macbeth by William Shakespeare | | | | | | | | | | | |
| Maths | Geometry: Properties of Shape | | | Geometry: position and direction | Consolidation, Investigations and preparations for KS3 | | | Consolidation, Investigations and preparations for KS3 | | | | |
| R.E | How has the Christian message survived for over 2000 years? | | | | | | | Rules and responsibilities: Who decides? | | | | |
| Visits / Visitors | PSHCE: Visit to Houses of Parliament ‘Adventurers tour of Parliament’ https://www.parliament.uk/education/ PSHCE: Visit to Junior Citizenship Day Computing: Visitor from Camden Learning Centre (CLC), ‘Programming B – Sensing (using BBC Microbit) workshop https://camdenlearning.org.uk/school-improvement/camden-learning-centre/ | | | | | | | Science / Geography: Visit to Kew Gardens, ‘KS2 Evolution and Adaption’ (science) OR ‘KS2 habitats: rainforest’ (geography) sessions https://www.kew.org/kew-gardens/school-visits/browse-sessions/key-stage-2 Residential visit to PGL in Liddington http://www.pgl.co.uk/en PGL Adventure Centre Liddington, Foxhill, Swindon, Wiltshire, SN4 0DZ OR Sayer’s Croft, Surrey https://active.westminster.gov.uk/sayers-croft/ | | | | |
| Science | Light We are learning to explain how we see things. | Light We are learning to apply understanding of how light travels to explain how a periscope works | Light We are learning to understand that white light is made of many colours and these can be separated out | Light We are learning to identify the variables that affect the size of a shadow | Light We are learning to carry out a fair test to investigate shadow size | Light We are learning to give examples to explain the way that light behaves. | Electricity We are learning to represent a simple circuit in a diagram and describe how it works | Electricity We are learning to use a switch in a simple electrical circuit, show it in a diagram and describe how it works | Electricity We are learning to demonstrate the effects of changing the current flowing through components in a circuit | Electricity We are learning to demonstrate the effects of changing the current flowing through components in a circuit | Electricity We are learning to demonstrate how circuits can be represented in, and constructed from, diagrams | |

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| <p>History Crime and Punishment</p> | <p>We are learning to know the time and place of crime and punishment in Britain</p> | <p>We are learning to understand crime and punishment in Medieval England (1000-1500AD) <i>Middle Ages</i> <i>Witches</i> <i>capital/corporal punishment/humiliation</i></p> | <p>We are learning to understand crime and punishment in Early Modern Britain (1500-1600AD) <i>Tudors</i> <i>Religious crime,</i> <i>capital/corporal punishment/humiliation</i></p> | <p>We are learning to understand crime and punishment in the Georgian Period (1700-1800AD) <i>The rise of highway robbery and the Bloody Code</i></p> | <p>We are learning to understand crime and punishment in the Victorian Era (1800-1900) <i>Sir Robert Peel and the police force and prison reform</i></p> | <p>We are learning to explain how punishment of crime in Britain has changed over time (1000AD – 1900AD)</p> | <p>Taught in 1st half of term</p> | | | | | |
| <p>Geography What are the geographical features of South America and Asia?</p> | <p>Taught in 2nd half of term</p> | | | | | | <p>We are learning about the Amazon region</p> | <p>We are learning what it is like to live in the rainforest and why it is so important</p> | <p>We are learning how to protect the rainforest</p> | <p>We are learning about the climate of South East Asia</p> | <p>We are learning how land use in Singapore has changed</p> | <p>We are learning how Singapore is planning for the future</p> |
| <p>Art and design</p> | <p>Collage and Textiles (Manipulating Fabric and Collaborative Collages) We are learning to explore ways to manipulate fabric.</p> | <p>We are learning to weave on a card loom.</p> | <p>We are learning sky and sea techniques using collage materials.</p> | <p>We are learning to work collaboratively to create a collage.</p> | | <p>Digital Media (Digital Collages) We are learning to create a digital collage.</p> | <p>We are learning to create a collaborative collage.</p> | <p>We are learning to create and edit a digital collage background.</p> | <p>We are learning to create and edit a digital collage background.</p> | <p>We are learning to add text to a digital collage.</p> | | |
| <p>DT</p> | <p>Structures (Bird House Builders)</p> | | | | | | | | | | | |
| <p>PE</p> | <p>Cricket (The PE Hub lesson plans – www.thepehub.co.uk) Athletics</p> | | | | | | <p>Tennis (The PE Hub lesson plans – www.thepehub.co.uk) Outdoor and Adventurous Activity (Y6 residential)</p> | | | | | |
| <p>PSHCE in addition to weekly lessons</p> | | | | | | | | | | | | |
| <p>PSHCE weekly lesson</p> | <p>Taught in 2nd half of term</p> | | | | | | <p>RHSE UKS2, Module 2,</p> | <p>RHSE UKS2, Module</p> | <p>RHSE UKS2, Module 1,</p> | <p>RHSE UKS2, Module 1,</p> | <p>RHSE UKS2, Module 1,</p> | |

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| | | | | | | | | Unit 2, Session 2 Do you want a piece of cake (TT) | 1, Unit 2, Session 2 Girls' bodies (TT) | Unit 2, Session 3 Boys' bodies (TT) | Unit 4, Session 1 Making babies (part 1) (TT) | Unit 4, Session 2 Making babies (part 2) (TT) |
| Computing Data and information - <i>Introduction to spreadsheets</i> | To create a data set in a spreadsheet | To build a data set in a spreadsheet | To explain that formulas can be used to produce calculated data | To apply formulas to data | To create a spreadsheet to plan an event | To choose suitable ways to present data | | Taught in 1 st half of term | | | | |
| Spanish | Spain and other countries | Spanish culture | Food | Food | The Weather | Retrieval Practice | | Ways of transport | Spanish history | Routines and Time | Routines and Time-Using adverbs | Professions |
| Music | Unit 18 Rhythm Understanding syncopation | Understanding syncopation | To layer syncopated rhythms | To layer syncopated rhythms | To read syncopated rhythms | To read syncopated rhythms | | To compose a syncopated rhythm | To compose a syncopated rhythm | To perform using syncopated rhythms | To perform using syncopated rhythms | To summarise our learning of syncopation |
| Food Tech | Cheesy courgette muffins | | | | | | | | | | | |