

## Curriculum Map Year B

### Staverton CE Primary School

| Autumn 1  | Whole School Topic  | Class 1 (EYFS)   | Class 2   | Class 3   | Class 4   |
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| <p><b>School Value: Responsibility</b></p> <p><b>Learner Value: Responsibility and Independence</b></p> | <p><b>All Around Me, Now and Then!</b></p> <p>(Local History and Me!)</p> | <p><b>All About Me</b><br/>(See Medium Term Web)</p> <p><u>RE:</u><br/>Ourselves, Our Families and Our Communities : Where do we belong?</p> | <p><b>Who was famous when my mum and dad were little?</b></p> <p><u>History topic driver:</u> Lives of significant individuals in the past who have contributed to national / international achievements:<br/>Focus: How famous people have helped us: Princess Diana (link to Local History and Althorp)</p> <p><u>Literacy:</u><br/>Non-Fiction: Postcards / Recount Labels, Lists, Captions<br/>Fiction: Stories with familiar settings (Staverton / Daventry)<br/>(Y1 writing sentences and sequencing, using emotions, speech bubbles)</p> <p><u>Maths:</u><br/>Number and place value; Problem solving, reasoning and algebra; Mental addition, subtraction; Measurement; Geometry: Properties of shapes; Position and direction;</p> <p><u>Wow Visits/ Visitors:</u> (In school wow day)</p> <p><u>RE:</u> The Family in Judaism: How does being Jewish make a difference to</p> | <p><b>Why is Northampton Town known as the Cobblers?</b></p> <p><u>History:</u> Local History taking account of a period of history that shaped the locality.<br/>Focus: Development of industry (shoes)</p> <p>(Geog Location Knowledge (secondary focus): Name counties and cities of UK, human and physical characteristics.<br/>Fieldwork: human features in local area.)</p> <p><u>Literacy:</u><br/>Fiction: Stories with familiar settings<br/>Non-fiction: Discussion texts e.g. Should boys cook / girls play sport?</p> <p><u>Maths:</u><br/>Mental addition, subtraction, multiplication and division; Number and place value; Written addition and subtraction; Geometry: properties of shapes; Measurement.</p> <p><u>Wow Visits/ Visitors:</u> Northampton incorporating the museum – Archaeological Dig</p> <p><u>RE:</u> Prayer: How and why do Muslims and Jews pray?</p> <p><u>PSHE / British Values:</u> Children’s Rights and Responsibilities UNICEF World’s Largest</p> | <p><b>Why should gunpowder, treason and plot never be forgotten?</b></p> <p><u>History:</u> A study of an aspect beyond 1066: plots to overthrow governments (Gunpowder plot)<br/>Focus: Ashby St Ledgers and Robert Catesby<br/><b>and</b><br/><b>Could you be the next CSI Investigator?</b></p> <p><u>Science:</u> (Y5) Properties and Changes of Materials (Gun Powder Plot and materials)</p> <p><u>Literacy:</u><br/>Fiction: Mystery stories (e.g. Sherlock Holmes) (Focus Story structure)<br/>Non-fiction: Journalistic Writing</p> <p><u>Maths:</u><br/>Mental addition, subtraction, multiplication and division; Number and place value; Written addition and subtraction; Problem solving, reasoning and algebra; Decimals, percentages and their equivalence to fractions; Measurement;</p> |

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|  |                              |   | <p>family and celebration?</p> <p><u>PSHE / British Values:</u> Children’s Rights and Responsibilities<br/><u>UNICEF World’s Largest Lesson Friday 25<sup>th</sup> Sept. w/b 28<sup>th</sup> Sept involvement</u></p> <p><u>PE:</u> REAL PE</p> <p><u>Computing:</u> Focus: Computer networks: We are collectors (Finding images using the web – Princess Diana) / Focus: Creativity: We are photographers (at the wedding of Princess Diana)</p> <p><u>Art:</u> Self portraits using style of artist studies/research.</p> | <p><u>Lesson Friday 25<sup>th</sup> Sept. w/b 28<sup>th</sup> Sept involvement</u><br/>Walter Tull: focus on racism ‘Kick it out’ campaign</p> <p><u>PE:</u> REAL PE; Netball; <u>Rugby World Cup Festival</u></p> <p><u>Computing:</u> Focus: Productivity: We are opinion pollsters – collecting and analysing data (Shoe preferences / size of shoes)</p> <p><u>Art:</u> Charles Rennie Macintosh / <u>DT:</u> Making shoes</p> | <p><u>Wow Visits/ Visitors:</u> <u>Guy Fawkes Day / Ashby St Ledgers; Visit to Council Chambers (Daventry) Visit to Houses of Parliament</u></p> <p><u>RE:</u> Religions in Our Community: How can we build a more respectful Northamptonshire?</p> <p><u>PSHE / British Values:</u> Democracy; Freedom and Responsibility<br/><u>UNICEF World’s Largest Lesson Friday 25<sup>th</sup> Sept. w/b 28<sup>th</sup> Sept involvement</u></p> <p><u>PE:</u> Outdoor &amp; Adventurous: Orienteering (from Ashby St Ledgers) <u>Rugby World Cup Festival</u></p> <p><u>Computing:</u> Focus: Computational Thinking: We are cryptographers – Cracking codes</p> <p><u>Art:</u> Footprints. Handprints.</p> |
| <b>Autumn 2</b>  | <b>Whole School Topic</b>    | <b>Class 1 (EYFS)</b>   | <b>Class 2</b>  | <b>Class 3</b>   | <b>Class 4</b>  |
| <p><b>School Value:</b><br/><b>Courage</b></p> <p><b>Learner Value:</b><br/><b>Courage and</b></p> | <p><b>Me and My Life</b></p> | <p><b>My Celebrations</b><br/>(See Medium Term Web)</p> <p><u>RE:</u><br/>Celebrations and Special Times: What happens at a</p> | <p><b>What is our school made of?</b></p> <p><u>Science:</u> Use of Everyday Materials</p> <p><u>Literacy:</u><br/>Stories / Poetry on a Theme (School) (Y1 Fiction: Stories with patterned language.)<br/>Non-Fiction: Letters to Santa</p>  | <p><b>What happens to the food we eat?</b></p> <p><u>Science:</u> Animals including Humans: Digestive system, food, teeth<br/><b>and</b></p> <p><b>How can Usain Bolt move so quickly?</b></p> <p><u>Science:</u> Animals (including Humans) Skeletal and Muscular System</p> <p><u>Literacy:</u></p>  | <p><b>What would a journey through your body be like?</b></p> <p><u>Science:</u> Animals, including humans: Circulatory system; major organs.</p> <p><u>Literacy:</u><br/>Fiction: Romeo and Juliet<br/>Non-fiction: Explanation texts:</p>   |

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| <p><b>Ambition</b></p> | <p>festival?<br/><br/>Diwali<br/><br/>Christmas</p> | <p><u>Maths:</u><br/>Number and place value; Problem solving, reasoning and algebra; Mental multiplication, division; Fractions; Measurement; Geometry: properties of shapes; Position and direction;</p> <p><u>Visits/ Visitors:</u> <a href="#">Pantomime: The Gruffalo's Child</a></p> <p><u>RE:</u> (See Autumn 1 + The Torah: How does the Torah influence the lives of Jewish people?<br/>Hanukah<br/><a href="#">Visitor (to cover Shabbat / Torah)</a></p> <p><u>PSHE:</u> Say No to Bullying<br/><a href="#">National Anti-Bullying Week 16th-20th Nov. 2015 / Protective Behaviours (NSPCC Visitor)</a></p> <p><a href="#">World Diabetes Day 13<sup>th</sup> Nov: Wear Blue</a></p> <p><u>PE:</u> REAL PE; Gym</p> <p><u>Computing:</u> Focus: Communication: We are storytellers (Producing a talking book)<br/>Focus (Christmas Week): Productivity: Creating a card electronically</p> <p><u>DT:</u> Making a Christmas Card with a moving part</p> | <p>Poetry: Haiku / Cinquains<br/>Non-fiction: Explanation Texts</p> <p><u>Maths:</u><br/>Mental addition, subtraction, multiplication and division; Number and place value; Written multiplication and division; Fractions, ratio and proportion; Measurement; Statistics</p> <p><u>Visits/ Visitors:</u> <a href="#">Theatre trip</a></p> <p><u>RE:</u> (See Autumn 1) <a href="#">Hanukah (Visitor Judaism)</a></p> <p><u>PSHE:</u> Say No to Bullying<br/><a href="#">National Anti-Bullying Week 16th-20th Nov. 2015 (Cyberbullying and E-Safety) / Protective Behaviours (NSPCC visitor)</a></p> <p><a href="#">World Diabetes Day 13<sup>th</sup> Nov: Wear Blue</a></p> <p><u>PE:</u> REAL PE; Gym</p> <p><u>Computing:</u> Focus: Creativity: We are musicians – producing digital music (link with Ronan)</p> <p><u>DT / Food Tech:</u> Design and make a healthy meal for top athlete. (Ready Steady Cook with limited ingredients.)</p> | <p>Circulatory system</p> <p><u>Maths:</u><br/>Mental addition, subtraction, multiplication and division; Number and place value; Written multiplication and division; Problem solving, reasoning and algebra; Fractions, ratio and proportion; Geometry: properties of shapes;</p> <p><u>Visits/ Visitors:</u> <a href="#">(Houses of Parliament Trip previous term)</a></p> <p><u>RE:</u> Stories of Faith: What can we learn from stories shared by Christians, Jews and Muslims?<br/>(Milestones and Meaning: How does Bar/Bat Mitzvah affect the life of a Jewish child and their family?)</p> <p><a href="#">Hanukah (Visitor Judaism)</a></p> <p><u>PSHE:</u> Say No to Bullying<br/><a href="#">National Anti-Bullying Week 16th-20th Nov. 2015 (Cyberbullying and E-Safety) / Protective Behaviours (NSPCC Visitor)</a></p> <p><a href="#">World Diabetes Day 13<sup>th</sup> Nov: Wear Blue</a></p> <p><u>PE:</u> REAL PE; Swimming</p> |
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## Curriculum Map Year B

| <u>Spring 1</u>   | Whole School Topic                       | Class 1 (EYFS)   | Class 2   | Class 3   | Class 4  |
|---|--|--|---|---|--|
| <p><b>School Value: Perseverance</b></p> <p><b>Learner Value: Perseverance and Resilience</b></p> | <p><b>Living On and Off our Land</b></p> | <p><b>Dinosaurs: What Happened?</b><br/>(Link to Ice / Snow)<br/>(See Medium Term Web)</p> <p><u>RE:</u><br/>Ourselves, Our Families and Our Communities<br/>: Where do we belong?</p> <p><b>Wow:</b> Igloo out of milk bottles / Dinosaur Egg</p> | <p><b>Why does it get dark earlier in Winter? / How do the seasons impact on what we do?</b></p> <p><u>Science:</u> Seasonal Change<br/>Focus: Changes in Light / Temperature (not electricity focus); Shadows and Darkness; Seasons and Weather.</p> <p style="text-align: center;"><b>and</b></p> <p><b>Where do leaves go in Winter?</b><br/>Geography Human and Physical<br/>focus: Seasonal and daily weather patterns</p> <p><u>Literacy:</u><br/>Fiction: Stories: Fantasy e.g. The Snowman comes to life (fantasy world).<br/>Non-Fiction: Instructions e.g. How to Make a Snowman</p> <p><u>Maths:</u><br/>Number and place value; Problem solving, reasoning and algebra; Mental addition, subtraction, multiplication, division; Fractions; Measurement; Statistics</p> <p><u>Wow / Visits/ Visitors:</u> <b>Snowman /</b></p> | <p><b>Are you attractive enough?</b><br/>Science: Forces and Magnets: Iron / Iron age; North and South Poles; Friction<br/><b>and</b><br/><b>Who first lived in Britain?</b><br/>History: Changes in Britain from the Stone Age to the Iron Age. Focus: Use of the land as a resource e.g. shelters / forts, farming, tools, food, combat materials.</p> <p><u>Literacy:</u><br/>Fiction: Historical story Focus on characterisation<br/>Non-fiction: Recount / Diary Extract</p> <p><u>Maths:</u><br/>Mental addition, subtraction, multiplication and division; Number and place value; Written addition and subtraction; Decimals, percentages and their equivalence to fractions; Problem solving, reasoning and algebra; Measurement; Statistics;</p> <p><u>Wow / Visits/ Visitors:</u> <b>Flintstones Day</b></p> <p><u>RE:</u> Jesus: Why is Jesus an inspirational leader for some people?</p> <p><u>PSHE:</u> Going for Goals (SEAL)</p> | <p><u>Computing:</u> Focus Productivity: Creating a Virtual Space</p> <p><u>DT / Food Tech:</u> Design and make nutritious meal for hospital patient</p> <p><b>Can you feel the force?</b><br/>Science: Forces (Water resistance)<br/><b>and</b><br/><b>Will you ever see the water you drink again?</b><br/>Physical Geography: The water cycle; distribution of natural resources – water. Link with rainforests</p> <p>NC Geog Location Knowledge<br/>Focus: Locate countries, major rivers; South America – key physical and human characteristics; Latitude, Longitude, time zones<br/>Focus: Water cycle; Amazon Rainforest and Rivers)</p> <p><u>Literacy:</u><br/>Stories from other cultures (the Amazon)<br/>Non-Fiction: Persuasive: Environmental Letter</p> <p><u>Maths:</u><br/>Mental addition, subtraction, multiplication and division; Number and place value; Written addition and subtraction; Decimals,</p> |

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|   |                           |  | <p><b>Frozen Day</b></p> <p><u>RE:</u> People in Christianity: What can we learn from Jesus and St. Francis?</p> <p><u>PSHE:</u> Going for Goals (SEAL)<br/>Water Aid visitor / UNICEF fundraising</p> <p><u>PE:</u> REAL PE; Throwing &amp; Catching</p> <p><u>Computing:</u> Focus: Creativity: We are Painters: Illustrating an ebook<br/>Safer Internet Day: 9<sup>th</sup> Feb</p> <p><u>Art:</u> Van Gogh's 'Starry Night' and create own night time pictures</p> | <p><b>Water Aid visitor / UNICEF fundraising</b></p> <p><u>PE:</u> REAL PE; Swimming</p> <p>Computing: Focus: Computational Thinking: We are bug fixers – finding and correcting bugs in programs<br/>Safer Internet Day: 9<sup>th</sup> Feb</p> <p><u>Art:</u> Cave art</p> | <p>percentages and their equivalence to fractions; Problem solving, reasoning and algebra; Statistics;</p> <p><u>Wow / Visits/ Visitors:</u> In school Wow day</p> <p><u>RE:</u> Sikhism in Britain: What is important to a Sikh in Britain today?</p> <p><u>PSHE:</u> Going for Goals (SEAL); Impact of Water Shortage on the lives of Others Water Aid visitor / UNICEF Fundraising</p> <p><u>PE:</u> REAL PE; Gym</p> <p><u>Computing:</u> Focus: Computer Networks: We are Web Developers – creating a page about cyber safety (link with Safer Internet Day)<br/>Safer Internet Day: 9<sup>th</sup> Feb</p> <p><u>Art:</u> Native American Art</p> |
| <b>Spring 2</b>   | <b>Whole School Topic</b> | <b>Class 1 (EYFS)</b>  | <b>Class 2</b>  | <b>Class 3</b>   | <b>Class 4</b>  |
| <p><b>School Value: Wisdom</b></p> <p><b>Learner Value: Confidenc</b></p> | <b>Important People</b>   | <p><b>People Who Help Us</b><br/>(See Medium Term Web)</p> <p>Celebrations and Special Times: What</p> | <p><b>What was it like when the Queen came to the throne in 1953?</b></p> <p><u>History:</u> Events beyond living memory that are significant nationally or globally.<br/>Focus: Coronation, key events in reign, changes since 1953.</p>   | <p><b>Why were the Romans so powerful and what did we learn from them?</b></p> <p><u>History:</u> The Roman Empire and its impact on Britain. Focus: Caesar, Boudicca, gladiators</p> <p><u>Literacy:</u><br/>Fiction: Mystery Stories</p>                                   | <p><b>Were the Vikings always victorious and vicious?</b></p> <p><u>History:</u> The Viking and Anglo-Saxon struggle for the kingdom of England. Focus: Viking raids and invasions, Alfred the Great's resistance, Edward the Confessor.</p>  |

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| <p><b>e and Self-Awareness</b></p> |                                  | <p>happens at a wedding or when a baby is born?</p> <p>Visitor: PCSO; Firefighter; Dentist; Dr / Nurse</p> | <p><u>Literacy:</u><br/>Fiction: Traditional stories (Prince / Princess focus e.g. Rapunzel, Rumpelstiltskin, Snow White )<br/>World Book Day 3<sup>rd</sup> March</p> <p><u>Maths:</u><br/>Number and place value; Problem solving, reasoning and algebra; Mental multiplication, division; Fractions; Measurement; Statistics;</p> <p><u>Wow /Visits/ Visitors:</u> Street Party;</p> <p><u>RE:</u> (See Spring 1) Visit to Church</p> <p><u>PSHE:</u> People who Help Us / Road Safety Visitor: PCSO</p> <p><u>PE:</u> REAL PE; Dance</p> <p><u>Computing:</u> Focus: Computational Thinking: We are TV Chefs: Filming the steps of a recipe for street party food</p> <p><u>DT / Food Tech:</u> Food for street party</p> | <p>Non-Fiction: Journalistic – use Recount Talk for Writing where applic. World Book Day 3<sup>rd</sup> March</p> <p><u>Maths:</u><br/>Mental addition, subtraction, multiplication and division; Number and place value; Written multiplication and division; Fractions, ratio and proportion; Problem solving, reasoning and algebra; Measurement; Geometry: position and direction</p> <p><u>Wow /Visits/ Visitors:</u> Roman Day</p> <p><u>RE:</u> The Church Year: Is Easter a festival of new life or sacrifice? (Statutory) Visit to Church</p> <p><u>PSHE:</u> People Who Help Us / Road Safety Visitor: PCSO</p> <p><u>PE:</u> Hockey; Swimming</p> <p><u>Computing:</u> Focus: Communication: We are co-authors – Producing a Wiki</p> <p><u>Art &amp; DT:</u> Roman and Celtic battle shields.</p> | <p><u>Literacy:</u><br/>Fiction: Legends: The Saga of Erik the Viking<br/>Non-Fiction: Revision World Book Day 3<sup>rd</sup> March</p> <p><u>Maths:</u><br/>Mental addition, subtraction, multiplication and division; Number and place value; Written multiplication and division; Problem solving, reasoning and algebra; Fractions, ratio and proportion; Geometry: properties of shapes; Measurement;</p> <p><u>Wow / Visits/ Visitors:</u> Viking Day</p> <p><u>RE:</u> (See Spring 1) (Gurdwara Northampton) / Trip</p> <p><u>PSHE:</u> People Who Help Us; Challenging Stereotypes / Images in Media Visitor: PCSO</p> <p><u>PE:</u> REAL PE; Hockey</p> <p><u>Computing:</u> Focus: Communication: We are Bloggers – sharing experiences and opinions as a Viking</p> <p><u>DT:</u> Design and make a Viking longboat</p> |
| <p><b>Summer 1</b></p>             | <p><b>Whole School Topic</b></p> | <p><b>Class 1 (EYFS)</b></p>   | <p><b>Class 2</b></p>   | <p><b>Class 3</b></p>   | <p><b>Class 4</b></p>  |

## Curriculum Map Year B

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| <p><b>School Value: Thankfulness</b></p> <p><b>Learner Value: Collaboration</b></p> | <p><b>The Wonder of Nature</b></p> <p>(Life processes / life cycles – animals and plants)</p> | <p><b>Growing</b><br/>(Plants focus)<br/>(See Medium Term Web)</p> <p>RE: Special Books: What can we learn from stories from different religions?</p> | <p><b>Which plants would Little Red Riding Hood find in our school?</b></p> <p><u>Science:</u> Plants (Continue next term if not completed)</p> <p><u>Literacy:</u><br/>Fiction: Traditional stories<br/>Non-fiction: Non-Chron Report: Plants</p> <p><u>Maths:</u><br/>Number and place value; Problem solving, reasoning and algebra; Mental addition, subtraction, multiplication, division; Fractions; Measurement; Geometry: properties of shapes;</p> <p><u>Wow / Visits/ Visitors:</u> <a href="#">Compton Verney</a></p> <p><u>RE:</u> Books and Stories in Christianity: What do Christians learn from the Bible? <a href="#">Rev Roy to share favourite Story</a></p> <p><u>PSHE:</u> Good to be me (SEAL) / <a href="#">Water Safety Visitor; Firefighter School based UNICEF Day for Change</a></p> <p><u>PE:</u> REAL PE</p> <p><u>Computing:</u> Focus: Productivity 2.6 We are zoologists (Recording plant/bug hunt data)</p> <p><u>Art:</u> Mixed media fairy tale forests</p> | <p><b>Which wild animals and plants thrive in our locality?</b></p> <p>Science: Living Things and their Habitats</p> <p><u>Literacy:</u><br/>Fiction: Fables / Creation Stories<br/>Non-Fiction: Non-Chronological report on mythical creature</p> <p><u>Maths:</u><br/>Mental addition, subtraction, multiplication and division; Number and place value; Written addition and subtraction; Decimals, percentages and their equivalence to fractions; Problem solving, reasoning and algebra; Measurement; Statistics; Geometry: position and direction</p> <p><u>Wow / Visits/ Visitors:</u> <a href="#">Residential Trip (Grendon)</a></p> <p><u>RE:</u> The Church Year: Is Easter a festival of new life or sacrifice?</p> <p><u>PSHE:</u> Good to be Me (SEAL) / <a href="#">Water Safety Visitor; Firefighter School based UNICEF Day for Change</a></p> <p><u>PE:</u> REAL PE; Rounders (Striking Games)</p> <p><u>Computing:</u> Focus: Programming 3.1 We are programmers – programming an animation Linked to creation stories</p> <p><u>Art:</u> Georgia O’Keefe paintings</p> | <p><b>Could Spiderman really exist?</b></p> <p>Science: Living Things and Their Habitats: Classification, Adaptation – plants and animals.</p> <p style="text-align: center;"><b>and</b></p> <p><b>Have we always looked like this?</b></p> <p><u>Science:</u> Evolution and Inheritance</p> <p><u>Literacy:</u><br/>Fiction Revision<br/>Play Scripts</p> <p><u>Maths:</u><br/>Mental addition, subtraction, multiplication and division; Number and place value; Written multiplication and division; Decimals, percentages and their equivalence to fractions; Fractions, ratio and proportion; Problem solving, reasoning and algebra; Geometry: position and direction;</p> <p><u>Wow / Visits/ Visitors:</u> <a href="#">Compton Verney</a></p> <p><u>RE:</u> Words of Wisdom: What can we learn from Christian, Sikh and Muslim wisdom?</p> <p><u>PSHE:</u> Good to be me (SEAL) / <a href="#">Water Safety Visitor; Firefighter School based UNICEF Day for Change</a></p> <p><u>PE:</u> REAL PE; Rounders (Striking</p> |
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## Curriculum Map Year B

| Summer 2   | Whole School Topic                    | Class 1 (EYFS)  | Class 2   | Class 3   | Class 4   |
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| <p><b>School Value: Peace</b></p> <p><b>Learner Value: Collaboration</b></p> | <p><b>Countries: Far and Wide</b></p> | <p><b>Pirates and Mermaids</b><br/>(See Medium Term Web)</p> <p>RE: Special Books: What can we learn from stories from different religions?</p> | <p><b>Where would you prefer to live England or Africa?</b></p> <p><u>Geography:</u> Place Knowledge focus: human and physical geography of small area of UK and contrasting non-European country;<br/>Location Knowledge focus: Seven continents and five oceans<br/>Human and Physical Focus: Location of hot and cold areas of world.<br/>Comparison of weather patterns</p> <p><u>Literacy:</u><br/>Fiction: Stories from a range of cultures<br/>Non-Fiction: Explanation Text</p> <p><u>Maths:</u><br/>Number and place value; Problem solving, reasoning and algebra;<br/>Mental addition, subtraction, multiplication, division; Fractions;<br/>Geometry: position and direction;<br/>Measurement; Statistics</p> <p><u>Wow / Visits/ Visitors:</u> Africa Day</p> <p><u>RE:</u> (See Summer 1)</p> | <p><b>Why do so many people choose to go to the Mediterranean for their holidays?</b></p> <p><u>Geography:</u> Place Knowledge focus: Study and compare a region in a European country to UK region. Whole Topic Focus: Italy and</p> <p><b>How would we survive without water?</b></p> <p><u>Science:</u> States of Matter: solids, liquids and gases; ice lollies, food, clay</p> <p><u>Literacy:</u><br/>Fiction: Poetry<br/>Non-Fiction: Persuasive Leaflet – visit Italy;</p> <p><u>Maths:</u><br/>Mental addition, subtraction, multiplication and division; Number and place value; Problem solving, reasoning and algebra;<br/>Written multiplication and division; Fractions, ratio and proportion;<br/>Measurement; Geometry: properties of shapes; Statistics</p> <p><u>Wow / Visits/ Visitors:</u> Italy Day</p> <p><u>RE:</u> Peace: Why should we give it a chance?</p> <p><u>PSHE:</u> Relationships / Changes</p> | <p>Games)</p> <p><u>Computing:</u> Focus: Creativity: We are Artists (link to Art focus)</p> <p><u>Art:</u> Sketch family members.</p> <p><b>How can we re-discover the wonder of Ancient Egypt?</b></p> <p><u>History:</u> The achievements of the earliest civilizations – the impact of the Ancient Egyptians had on our society.</p> <p><u>Literacy:</u><br/>Fiction: Stories from another culture- Egyptian Stories<br/>Dragon Slayer</p> <p><u>Maths:</u><br/>Mental addition, subtraction, multiplication and division;<br/>Number and place value; Written multiplication and division;<br/>Decimals, percentages and their equivalence to fractions; Fractions, ratio and proportion; Problem solving, reasoning and algebra;<br/>Measurement; Statistics;</p> <p><u>Wow /Visits/ Visitors:</u> End of Year Theatre Trip</p> <p><u>RE:</u> (See Summer 1)<br/><u>PSHE:</u> Relationships / Changes</p> |



## Curriculum Map Year B

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|  |  |  | <p><u>PSHE:</u> Relationships / Changes</p> <p><u>PE:</u> REAL PE; Dance</p> <p><u>Computing:</u> Programming: We are treasure hunters - Using programmable toys</p> <p><u>Art:</u> hot and cold colours (mixing paint) / Martin Bulinya for colours associated with African art.</p> | <p><u>PE:</u> REAL PE; Dance</p> <p><u>Computing:</u> Focus: Productivity: We are meteorologists – presenting weather forecasts (Italy) / Focus: Creativity: We are presenters – videoing performance (of weather forecasts)</p> <p><u>DT / Food Tech:</u> Design and make a Pizza</p> | <p><u>PE:</u> REAL PE; Dance</p> <p><u>Computing:</u> Focus: Programming: We are Game Developers – developing an interactive game linked to Ancient Egypt.</p> <p><u>DT:</u> Design and make pyramid with hidden compartments / <u>Art:</u> Egyptian Pharaoh portraits</p> |
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Music Provision: Covers the National Curriculum for Key Stages 1 and 2. Instruments used throughout Key Stage 1 and 2 include: recorders, ukuleles, guitars, tuned and untuned percussion. Music from other cultures is introduced to the children to fit with the topic focus, where appropriate.