

Curriculum Map – 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Invaders - Vikings</p>	<p>We are Britain</p>	<p>Extreme Earth</p>	<p>The Victorians</p>	<p>Where in the world - England or Africa?</p>	<p>Wonders of the world</p>
<p>English Possible texts</p>	<b>Phonics and Reading</b> Daily morning activities personalised to children's level. Currently Phase 1 -3. Weekly sessions to develop and consolidate phase level. Reading daily 1:1 matched to phonics level. Daily whole class story time. Weekly Bug club and laptop phonic session.					
	<b>Historical stories</b> 	<b>Significant Author</b> Julia Donaldson 	<b>Explanation Text</b> 	<b>Classic Poetry</b> Links to National Poetry Month (April) 	<b>Travel Writing</b> 	<b>Poems around the world.</b> 
<p>Maths</p>	2 lessons ILP focused (1 Number and 1 SSM)- 2 will be topic based see below Additional topics if appropriate and accessible to pupils: Multiplication and Division					
	Review ILP targets and assess pupils. (1wk) Length(2wk) Weight/Mass (2wk) Addition (1wk)	Subtraction (1wk) Money (2wk) Statistics(2wk) Capacity/Volume (1wk)	Review ILP targets and assess pupils. (1wk) Shape (2D/3D) (2wk) Fractions (2wk) Time(1wk)	Length (1wk) Weight/Mass (2wk) Addition/Subtraction (2wk) Position/Direction (1wk)	Review ILP targets and assess pupils. (1wk) Position/Direction (2wk) Capacity/Volume (2wk) Fractions (1wk)	Time (1wk) Shape (2D/3D) (2wk) Statistics (2wk) Money (1wk)

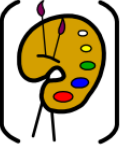



<p>Science DT</p>	<p><b>Structures and mechanisms</b> Space Presenters</p> <p>-papier mache planets and solar system models -make a sundial -space flag</p>	<p><b>Food Tech</b> Changing Materials</p> <p>-baking bread -baking cakes -decorate and finish food</p>	<p><b>Structures and mechanisms</b> May The Forces Be With You</p> <p>-parachutes -levers and pulleys (moving meteorites) -gears and bikes -space buggy</p>	<p><b>Textiles/ Materials</b> Art Of Living</p> <p>-felt flower -fabric painting banner -bird nests -bird feeds and feeders</p>	<p><b>Food tech/Structures and Mechanisms</b> Life Explorers</p> <p>-nutritious food and growth -a fiction or non fiction book or album -birthday celebration cards</p>	<p><b>Food Tech</b> Music Festivals</p> <p>-hot food (and keep it hot!) -ice cream (and keep it cold) -Picnics/snacks and their containers</p>
<p>ICT</p>	<p>ICT is taught holistically across all areas of the curriculum with a balance between “computing for education” and “education about computing”. The key areas are: Self-image and Identity Health, Wellbeing &amp; Lifestyle, Relationships and Behaviours, Communication and Devices, The World Web Privacy, Security &amp; Ownership.</p>					
<p>PSHE</p>	<p><b>Self-Awareness</b> British Values Relationships Education</p>	<p><b>Self-Care, Support and Safety</b> Prevent</p>	<p><b>Managing Feelings</b></p>	<p><b>Changing and Growing</b> Prevent Relationships Education</p>	<p><b>Healthy Lifestyles</b> Health Education</p>	<p><b>The World I Live In</b> Prevent British Values</p>
<p>RE</p>	<p><b>Christianity (God)</b> Why is it sometimes difficult to do the right thing?</p>	<p><b>Islam</b> Why is the Qur’an so important to Muslims?</p>	<p><b>Hindu (Dharma)</b> What might Hindus learn from stories about Krishna?</p>	<p><b>Christianity (Jesus)</b> What do we mean by a miracle?</p>	<p><b>Christianity (Church)</b> How do people decide what to believe?</p>	<p><b>Judaism</b> Do people need laws to guide them?</p>
<p>Termly Prevalent observances</p>						
<p>Harvest Eid Ul Adha (Islam Pilgrimage) Rosh Hashana (Jewish NY)</p>	<p>Remembrance Day Diwali Advent Christmas Hanukah St Andrew’s Day</p>	<p>New Year’s Day Chinese New Year Shrove Tuesday Lent</p>	<p>Mother’s Day St David’s Day St. Patrick’s Day Holi (Hinduism) Maundy Thursday Good Friday Easter</p>	<p>St George’s Day Valsakhi (Sikhism) Wesak (Buddhism) Passover</p>	<p>Pentecost Father’s Day Shauvot (Jewish) Ramadan Eid Ul Fitre</p>	



<p>History Geography</p>	<p><b>History Focus</b> Invaders - Viking</p>	<p><b>History Focus</b> We are Britain</p>	<p><b>Geography Focus</b> Extreme Earth</p>	<p><b>History Focus</b> The Victorians</p>	<p><b>Geography Focus</b> Where in the World, England or Africa?</p>	<p><b>Geography Focus</b> Wonders of the World</p>
<p>Spanish</p>	<p>Spanish culture will be looked at throughout the year, children will explore food and music and learn about geography, landmarks and cities.</p>					
<p>Music</p>	<p>Charanga music SEND scheme Skills covered in all music units: Sing and copy back. Improvise, Play and copy, Play and improvise, Listen and appraise, Perform. Music also used and explored through Topic sessions and external services visiting school.</p>					
<p>PE</p>	<p><b>Fundamental Movement Skills</b> Assess: emerging, developing, secure on each locomotor, non-locomotor and object control skills.</p>	<p><b>Gymnastics</b> To develop balance and co-ordination. To perform using simple movement patterns</p>	<p><b>Dance</b> To develop balance and co-ordination. To perform dances using movement patterns</p>	<p><b>Games</b> To participate in team/competitive games. To apply and develop simple principles &amp; tactics for attacking and defending (modified where appropriate).</p>	<p><b>Games</b> To participate in team/competitive games. To apply and develop simple principles &amp; tactics for attacking and defending (modified where appropriate).</p>	<p><b>Athletics</b> To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
	<p>Bike Skills to be focused on throughout the school year and will be assessed via Bike ability in Spring/Summer term. Class Swimming will be every other half term-weekly. ASD swim and Hydrotherapy swimming for identified children- alternating weeks throughout the year.</p>					
	<p><b>UNIT 14</b> Right Sound-Right Time</p>	<p><b>UNIT 15</b> Playing in a Group</p>	<p><b>UNIT 16</b> Directing</p>	<p><b>UNIT 17</b> Shake-Tap-Ring</p>	<p><b>UNIT 19</b> Playing Quietly</p>	<p><b>UNIT 20</b> Using flash cards</p>



 <p>Art</p>	<p><b>Sculpture</b> Working with clay or mod rock to create something for a purpose (cup, candle holder etc)</p>	<p><b>Collage</b> Artist study Peter Blake. Create own piece linking to topic</p>	<p><b>Painting</b> Artist study Turner. Create own piece linking to topic.</p>	<p><b>Textiles</b> Cut, stick, stitch and join a range of fabrics Create a repeating pattern.</p>	<p><b>Printing</b> Simple stencils, repeating patterns Making print blocks, overprinting 2 colours with polystyrene sheets.</p>	<p><b>Digital</b> Artist study Patrick Caulfield. Create own piece linked to topic.</p>
 <p>Outdoor learning</p>	<p><u>Woodland challenge:</u> 1. I can help put up a tent/ experience going into a tent. 2. I can collect wood and help to build a fire/ smell a fire burning. 3. I can help cook/ smell something cooking on a fire. 4. I can sing/listen to songs around a fire. 5. I can play a team building game. EG obstacles courses, egg rockets, circle games. 6. I can make a mud pie. 7. I can make a forest face on a tree. 8. I can create a natural piece of art using natural objects like leaves, bark, twigs, sand or rocks. 9. I can make something to help animals in the wild. It could be a bird box, hedgehog house or a bug hotel.</p> <p><u>The World Around Me:</u> 1. I can take part in a litter picking activity (with or without support). 2. I can go on a mini-beast hunt. 3. I can grow / observe something growing from seed. 4. I can print with a leaf. 5. I can plant a tree or shrub. 6. I can take part in activities from another country. EG preparing foods/ smelling/ tasting foods/ learning the language. 7. I can identify/ meet someone who serves the community. EG police officer, a coastguard, fire fighter or a nurse. 8. I am aware of different religious festivals and have taken part in celebrations within school.</p> <p style="text-align: center;">Children will be taking part in these challenges throughout the school year in order to achieve the badge award</p>					