



## Whole School Curriculum Map

	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1 List	<p><b>Overall Theme:</b> All About Me</p> <p><b>Art:</b> Colour, texture, pattern &amp; process: Patterns, mark-making and materials</p> <p><b>Drama:</b> Introduction to drama</p> <p><b>DT:</b> Textiles</p> <p><b>French:</b> Finding out about France, greetings &amp; polite words, classroom instructions.</p> <p><b>Geography:</b> Where do I live?</p> <p><b>History:</b> All about me: personal history through family tree. Talking about our families.</p> <p><b>Music:</b> Move to the Music – pulse and pitch, moving to music &amp; Jolly phonics songs</p> <p><b>PE:</b> football, netball, gymnastics</p> <p><b>RE:</b> Harvest Festival &amp; Diwali</p> <p><b>Science:</b> All about me: The human body, skeletons &amp; body parts</p>	<p><b>Art:</b> Colour Theory &amp; Expressive mark-making, Van Gogh</p> <p><b>Drama:</b> Introduction to script work</p> <p><b>DT:</b> Mechanisms</p> <p><b>French:</b> Jungle animals, definite articles/determiners</p> <p><b>Geography:</b> Weather</p> <p><b>Music:</b> Feel the pulse – keeping the beat</p> <p><b>PE:</b> football, netball, gymnastics</p> <p><b>PSHE:</b> Living in the Wider World: Class rules, respect, communities. local environment</p> <p><b>RE: Intro to all 6 religions</b> The wonder of nature and how religious people express their thankfulness</p> <p><b>Science:</b> Animals inc. humans</p>	<p><b>Art:</b> Colour Theory, Pattern and Texture, David Hockney's landscapes</p> <p><b>Drama:</b> Introduction to drama concepts</p> <p><b>DT:</b> Textiles</p> <p><b>French:</b> alphabet, French phonetics, 'In my town'</p> <p><b>History:</b> Significant Events in our Locality: Remembrance Day, Guy Fawkes, Great Fire of London</p> <p><b>Music:</b> Recorder, instrumental skills, pitch and rhythm.</p> <p><b>PE:</b> football, netball, gymnastics, swimming</p> <p><b>PSHE:</b> Living in the Wider World: Class rules, respect, communities. local environment</p> <p><b>RE: Intro to all 6 religions</b> Signs &amp; Symbols</p> <p><b>Science:</b> Animals inc. humans</p>	<p><b>Art:</b> Colour Theory, Shape, Pattern, Vanessa Bell, Still life</p> <p><b>Drama:</b> Emotion work</p> <p><b>DT:</b> Textiles</p> <p><b>French:</b> French phonetics, Musical instruments, 1<sup>st</sup> person singular high frequency verb</p> <p><b>Geography:</b> Investigating our local area</p> <p><b>History:</b> British History: From Stone Age to Iron Age</p> <p><b>Music:</b> Keyboard skills, instrumental and notation skills</p> <p><b>PE:</b> football, netball, gymnastics, swimming</p> <p><b>PSHE:</b> Living in the Wider World: Rules, Human rights, Anti-social behaviour, Responsibilities, Resolving differences Communities</p> <p><b>RE: Christianity &amp; Islam.</b> Stories of key religious leaders</p> <p><b>Science:</b> Forces and magnets (Physics)</p>	<p><b>Art:</b> Colour &amp; Shape, self portraits, Modigliani, Tim Burton, Julian Opi</p> <p><b>Drama:</b> Introduction to fairy tales</p> <p><b>DT:</b> Mechanisms</p> <p><b>French:</b> French phonetics Presenting myself (name, age, where I live, nationalities)</p> <p><b>Geography:</b> Geographic Grid System</p> <p><b>History:</b> British History: The Roman Empire and its impact on Britain</p> <p><b>Music:</b> Young Voices prep, singing skills</p> <p><b>PE:</b> football, netball, gymnastics</p> <p><b>PSHE:</b> Living in the Wider World: Rules, Anti-social behaviour, Resolving differences, Communities, Diversity &amp; customs</p> <p><b>RE: Christianity, Sikhism, Hinduism</b> What do Hindus teach their children about God?</p> <p><b>Science:</b> States of Matter (Chemistry)</p>	<p><b>Art:</b> Colour Theory, Jen Stark</p> <p><b>Drama:</b> Characterisation</p> <p><b>DT:</b> Textiles</p> <p><b>French:</b> French Phonetics, 'The date'</p> <p><b>Geography:</b> Our World, The United Kingdom &amp; Mapping Skills</p> <p><b>History:</b> British History: Britain's settlement by Anglo-Saxons and Vikings</p> <p><b>Music:</b> Opera! Key composers and arias.</p> <p><b>PE:</b> football, netball, gymnastics, swimming</p> <p><b>PSHE:</b> Living in the wider world: Rules, Parliament, Anti-social behaviour / bullying, Resolving differences Communities</p> <p><b>RE: Christianity &amp; Judaism</b> Rules for Living</p> <p><b>Science:</b> Living Things &amp; their habitats e.g. life Cycles and adaptations (biology)</p>	<p><b>Art:</b> Colour Theory, formal Elements of Art, artist review</p> <p><b>Drama:</b> Introduction to theatre practitioners</p> <p><b>DT:</b> Mechanisms</p> <p><b>French:</b> French phonetics 'At school' (school subjects, time &amp; opinions)</p> <p><b>Geography:</b> Natural Resources- How do we use our land in Britain?</p> <p><b>Music:</b> Ukelele and instrumental skills</p> <p><b>PE:</b> football, netball, gymnastics</p> <p><b>PSHE:</b> Living in the wider world: Rules, Human rights, Diversity &amp; customs Anti-social behaviour / bullying, Debate</p> <p><b>RE: Christianity &amp; Buddhism</b> Key Christian &amp; Buddhist beliefs and practice</p> <p><b>Science:</b> Living things &amp; their habitats- Classification (Biology)</p>



## Whole School Curriculum Map

	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn List	<p><b>Overall Theme:</b> Minibeasts</p> <p><b>Art:</b> Minibeasts, bugs &amp; insects</p> <p><b>Drama:</b> Nativity performance</p> <p><b>French:</b> Numbers 1-10 and colours</p> <p><b>Geography:</b> Minibeast Habitats</p> <p><b>History:</b> All about me: personal history through family tree. Talking about our families.</p> <p><b>Music:</b> Christmas production, singing skills</p> <p><b>PE:</b> football, netball, gymnastics</p> <p><b>RE:</b> Hanukkah &amp; Christmas</p> <p><b>Science:</b> Minibeasts– plants growing outside, mini beast habitats</p>	<p><b>Art:</b> Colour Theory &amp; Expressive mark-making, Van Gogh</p> <p><b>Drama:</b> Nativity performance</p> <p><b>French:</b> 'Fancy dress party' (costumes)</p> <p><b>History:</b> Travel &amp; Transport</p> <p><b>Music:</b> Christmas Carol Concert, singing and performance</p> <p><b>PE:</b> football, netball, gymnastics</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Exercise, Healthy choices, Feelings, Things that may get lost, Personal hygiene, Becoming more independent</p> <p><b>RE: Intro to all 6 religions</b> The way light is used as a symbol including Christmas</p> <p><b>Science:</b> Animals inc. humans</p>	<p><b>Art:</b> Technical skill development &amp; observational drawing Or Prop making for production</p> <p><b>Drama:</b> Developing a story</p> <p><b>French:</b> 'In my town' (places in town)</p> <p><b>History:</b> Significant Events in our Locality: Remembrance Day, Guy Fawkes, Great Fire of London</p> <p><b>Music:</b> Christmas Carol Concert, singing and performance</p> <p><b>PE:</b> football, netball, gymnastics, swimming</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Healthy food, sleep, rest, goals Feelings. Change – people, leaving/friendship arguments, personal hygiene</p> <p><b>RE: Intro to all 6 religions</b> Signs &amp; Symbols (cont'd), Giving &amp; receiving at Christmas</p> <p><b>Science:</b> Living things and their habitats</p>	<p><b>Art:</b> Picasso &amp; Cubism: still life/portraits</p> <p><b>Drama:</b> Emotion work continued</p> <p><b>French:</b> Musical instruments (1<sup>st</sup> person singular high frequency verb)</p> <p><b>Geography:</b> Where does our food come from?</p> <p><b>History:</b> British History: From Stone Age to Iron Age</p> <p><b>Music:</b> Christmas Carol Concert, singing and performance</p> <p><b>PE:</b> football, netball, gymnastics, swimming</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Pressures/risk taking Fire safety / fireworks Habits, substances &amp; drugs</p> <p><b>RE: Christianity &amp; Islam</b> Ways of Describing God: The 99 Beautiful names of Allah &amp; Christmas- Sending news at Christmas</p> <p><b>Science:</b> Rocks &amp; soils (Chemistry)</p>	<p><b>Art:</b> Art from other cultures, Roman Mosaics/Greek pottery</p> <p><b>Drama:</b> Introduction to fairy tales continued</p> <p><b>French:</b> Family members (Possessive adjectives &amp; negative form)</p> <p><b>Geography:</b> Plants of the world</p> <p><b>History:</b> British History: The Roman Empire and its impact on Britain</p> <p><b>Music:</b> Christmas Carol Concert, singing and performance</p> <p><b>PE:</b> football, netball, gymnastics</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Balanced lifestyles &amp; diet Informed choices, Media images, Achievements &amp; personal targets Feelings, changes &amp; loss</p> <p><b>RE: Christianity, Sikhism, Hinduism</b> Hindu worship, Advent &amp; Christmas around the world</p> <p><b>Science:</b> Sound (physics)</p>	<p><b>Art:</b> Anglo Saxon Helmets: drawing, designing and metal work</p> <p><b>Drama:</b> Characterisation continued</p> <p><b>French:</b> 'What's the weather like?' (compass points &amp; geography)</p> <p><b>Geography:</b> Our World, The United Kingdom &amp; Mapping Skills</p> <p><b>History:</b> British History: Britain's settlement by Anglo-Saxons and Vikings</p> <p><b>Music:</b> Christmas Carol Concert, singing and performance</p> <p><b>PE:</b> football, netball, gymnastics, swimming</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Healthy Lifestyles, Achievements &amp; personal targets Road Safety</p> <p><b>RE: Christianity &amp; Judaism</b> Light as a Symbol: Hanukkah, Advent and Christmas</p> <p><b>Science:</b> Properties &amp; Changes of materials: physical changes &amp; separating materials (Chemistry)</p>	<p><b>Art:</b> Colour Theory, formal elements of art, artist review</p> <p><b>Drama:</b> Introduction to theatre practitioners continued</p> <p><b>French:</b> 'At school' (school subjects, time &amp; opinions)</p> <p><b>History:</b> A non-European society that provides Contrasts with British history: Early Islamic Civilisation, including a study of Baghdad c. AD900</p> <p><b>Music:</b> Festive song arrangements</p> <p><b>PE:</b> football, netball, gymnastics</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Healthy Lifestyles Media, Independence / risk. Substances &amp; drugs</p> <p><b>RE: Christianity &amp; Buddhism</b> Key Christian &amp; Buddhist beliefs and practice (cont'd)</p> <p><b>Science:</b> Properties of materials, conductors &amp; insulators, acids &amp; alkalis (Chemistry)</p>



## Whole School Curriculum Map

Spring 1 Unit	<p><b>Overall Theme:</b> Dinosaurs</p> <p><b>Art:</b> Mondrian &amp; primary colours, Paul Klee &amp; secondary colours, Sonia Delaunay</p> <p><b>Drama:</b> The Journey- The Sun Wizard</p> <p><b>DT:</b> Mechanisms&amp; Structures</p> <p><b>French:</b> 'La galette des rois' / Sea creatures.</p> <p><b>Geography:</b> Dinosaurs: volcanoes, forests, mountains, rivers &amp; deserts.</p> <p><b>History:</b> Dinosaurs: How has the world changed since the dinosaurs lived? Difference between what the world once looked like and now.</p> <p><b>Music:</b> Shake, rattle n'roll – Exploring instruments</p> <p><b>PE:</b> Dance, hockey, tag rugby</p> <p><b>RE:</b> Chinese New Year, Easter &amp; Holi</p> <p><b>Science:</b> Dinosaurs– volcanoes eruption experiment, herbivore and carnivores, fossils and how these are made.</p>	<p><b>Art:</b> Art from other cultures: Willow Pattern or Kalahari Desert</p> <p><b>Drama:</b> The Journey – Gingerbread Man</p> <p><b>DT:</b> Structures</p> <p><b>French:</b> 'La galette des rois', 'Lili and Teddy bear'</p> <p><b>Geography:</b> Our country</p> <p><b>Music:</b> Menu Song– singing and pitch</p> <p><b>PE:</b> Dance, hockey, tag rugby, swimming</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Mental Health Week Household products Online safety Road safety Rail / Fire /Water safety, Family support Privacy</p> <p><b>RE: Intro to all 6 religions</b> What it means to belong to a religious community</p> <p><b>Science:</b> Everyday materials</p>	<p><b>Art:</b> Art from other cultures: Frida Kahlo or Moroccan plate design</p> <p><b>Drama:</b> The Journey – The Selfish Giant</p> <p><b>DT:</b> Mechanisms</p> <p><b>French:</b> 'La galette des rois' / Describing superheroes.</p> <p><b>Geography:</b> Our world &amp; local area (including mapping)</p> <p><b>Music:</b> Carnival of the Animals - timbre, dynamics, texture</p> <p><b>PE:</b> Dance, hockey, tag rugby</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Mental Health Week Household products Online safety Road safety Rail / Fire /Water safety Family support Privacy</p> <p><b>RE: Intro to all 6 religions</b> Special Places</p> <p><b>Science:</b> Uses of Everyday materials</p>	<p><b>Art:</b> Art from other cultures: Australian Clay Tiles or African masks</p> <p><b>Drama:</b> Story telling</p> <p><b>DT:</b> Structures</p> <p><b>French:</b> 'I am able to' (1<sup>st</sup> person singular, high frequency verbs, negative form).</p> <p><b>Geography:</b> Biomes: Tropical Rainforests</p> <p><b>History:</b> Study of British History extending chronological knowledge beyond 1066 - Key people who have affected history: an appreciation of human achievements&amp; aspirations.</p> <p><b>Music:</b> West African traditions – Call and response, djembe drumming</p> <p><b>PE:</b> Dance, hockey, tag rugby, swimming</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Mental Health Week Road safety (scooter safety), Online safety, People who help us stay safe</p> <p><b>RE: Christianity &amp; Islam</b> Events in the life of Jesus</p> <p><b>Science:</b> Humans&amp; other animals– parts of the body and movement (Biology)</p>	<p><b>Art:</b> St George's Day dragon project</p> <p><b>Drama:</b> Script work</p> <p><b>DT:</b> Electrical controls</p> <p><b>French:</b> 'In the classroom'(possessive adjectives and negative form)</p> <p><b>Geography:</b> Climate Change</p> <p><b>History:</b> Achievements of the earliest civilisations: Ancient Greece and its legacy today</p> <p><b>Music:</b> Keyboard skills, rhythm and pitch, group compositions</p> <p><b>PE:</b> Dance, hockey, contact rugby</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Mental Health Week Water safety, Habit Drugs in everyday life Online safety, People who help us</p> <p><b>RE: Christianity, Sikhism, Hinduism</b> Sikhism &amp; what it means to belong to a religion</p> <p><b>Science:</b> Electricity (Physics)</p>	<p><b>Art:</b> Figurative art project, L.S. Lowry, Giacometti and Henry Moore</p> <p><b>Drama:</b> Grotowski</p> <p><b>DT:</b> Structures</p> <p><b>French:</b> 'My home' (where I live, rooms in a house, negative form)</p> <p><b>Geography:</b> Compare a region of UK (Scottish Islands/Highlands) with a region of North America: Alaska</p> <p><b>History:</b> A non-European society that provides contrasts with British history: Mayan civilisation c. AD900.</p> <p><b>Music:</b> Ukulele – Instrumental skills, chord progressions</p> <p><b>PE:</b> Dance, hockey, contact rugby, swimming</p> <p><b>PSHE:</b> Relationships Mental Health Week Confidentiality Listening / responding skills, Collaboration, Stereotypes, Discrimination Bullying, Dealing with dares, Privacy</p> <p><b>RE: Christianity &amp; Judaism</b> Celebrations related to key figures Purim, Passover, Easter</p>	<p><b>Art:</b> Still life objects L Jim Dine and Michael Craig-Martin</p> <p><b>Drama:</b> Introduction to Shakespeare</p> <p><b>DT:</b> Electrical controls</p> <p><b>French:</b> 'The weekend' (hobbies, time &amp; opinions)</p> <p><b>Geography:</b> Our challenging world – Natural Disasters- Tsunamis, Hurricanes, Floods, Earthquakes, Volcanoes</p> <p><b>History:</b> A non-European society that provides contrasts with British history: Early Islamic Civilisation, including a study of Baghdad c. AD 900</p> <p><b>Music:</b> Hey, Mr Millar – Big Band Swing</p> <p><b>PE:</b> Dance, hockey, contact rugby</p> <p><b>PSHE:</b> Relationships Mental Health Week Positive, healthy relationships, Civil partnerships, Marriage How actions affect themselves&amp; others Acceptable physical contact, How feelings and emotions can be managed at changing, challenging or difficult times</p> <p><b>RE: Christianity &amp; Buddhism</b> Expressing and</p>
------------------	--	--	---	--	--	--	---



## Whole School Curriculum Map

	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
						Science: Earth & space (Physics)	visual arts in religions Science: Light (Physics)



## Whole School Curriculum Map

Spring Unit	<p><b>Overall Theme:</b> Fairy Tales</p> <p><b>Art:</b> Kandinsky, Claude Monet: landscape painting, making poppies Georgia O'Keeffe: Large-scale oil pastel drawing, making paper flowers.</p> <p><b>Drama:</b> The Journey continued</p> <p><b>French:</b> Sea creatures / World Book Day</p> <p><b>Geography:</b> Traditional story settings, different countries &amp; cultures.</p> <p><b>History:</b> All about me: personal history through family tree. Talking about our families.</p> <p><b>Music:</b> Fairytales: musical stories and songs</p> <p><b>PE:</b> dodgeball, hockey, tag rugby</p> <p><b>RE:</b> Chinese New Year, Easter, Holi</p> <p><b>Science:</b> Beanstalks, growing beans</p>	<p><b>Art:</b> Self portraits and drawing faces</p> <p><b>Drama:</b> The Journey continued</p> <p><b>French:</b> 'Lili and Teddy bear', World Book Day</p> <p><b>History:</b> Battles &amp; Invasions. Romans, Anglo-Saxons, Vikings</p> <p><b>Music:</b> Musical conversations – composing rhythm patterns, question and answer</p> <p><b>PE:</b> dodgeball, hockey, tag rugby, swimming</p> <p><b>PSHE:</b> Relationships: Fair / Unfair, Secrets Opinions, Working cooperatively Similarities &amp; differences, Identifying and talking about feelings, Understanding how feelings affect behaviours</p> <p><b>RE: Intro to all 6 religions</b> Giving something up for love including Easter</p> <p><b>Science:</b> Everyday materials</p>	<p><b>Art:</b> Toys and puppets (sewing or rod &amp; stick)</p> <p><b>Drama:</b> The Journey continued</p> <p><b>French:</b> Describing Superheroes, World Book Day</p> <p><b>History:</b> Significant People e.g. Queen Victoria</p> <p><b>Music:</b> Bolero, pulse, tempo rhythm &amp; pitch, exploring ostinato</p> <p><b>PE:</b> dodgeball, hockey, tag rugby</p> <p><b>PSHE:</b> Relationships: Fair / Unfair, Secrets Listening &amp; working cooperatively, Opinions, Similarities &amp; differences, Identifying and talking about feelings, Understanding how feelings affect behaviours, The link between mental and physical health</p> <p><b>RE: Intro to all 6 religions</b> Special Places (cont'd) &amp; Easter</p> <p><b>Science:</b> Uses of Everyday materials</p>	<p><b>Art:</b> Pop art; Andy Warhol soup cans, Roy Lichtenstein comics, Keith Haring</p> <p><b>Drama:</b> Stages and staging</p> <p><b>French:</b> 'am able to', 1<sup>st</sup> person singular, negative form and conjunctions, World Book Day – French books</p> <p><b>Geography:</b> Compare UK with Malopolska, Poland (an EU region)</p> <p><b>History:</b> Study of British History extending chronological knowledge beyond 1066 - Key people who have affected history: an appreciation of human achievements &amp; aspirations.</p> <p><b>Music:</b> Dragon scales, Pentatonic music</p> <p><b>PE:</b> dodgeball, hockey, tag rugby</p> <p><b>PSHE:</b> Relationships: Friendships, Body parts &amp; physical contact, Secrets, Valuing difference, How feelings and emotions change and what helps people to feel good, Expressing feelings and emotions and why this is important</p> <p><b>RE: Christianity &amp; Islam</b></p>	<p><b>Art:</b> St George's Day dragon project</p> <p><b>Drama:</b> Cold reading</p> <p><b>French:</b> 'In the classroom', possessives and negative form, World Book Day – French books</p> <p><b>Geography:</b> Settlements</p> <p><b>History:</b> Achievements of the earliest civilisations: Ancient Greece and its legacy today</p> <p><b>Music:</b> Keyboard skills, major and minor</p> <p><b>PE:</b> dodgeball, hockey, tag rugby, swimming</p> <p><b>PSHE:</b> Relationships: Friendships, How actions affect themselves &amp; others Body parts, Acceptable physical contact, confidentiality &amp; secrets Managing feelings and emotions in different situations, Getting help, advice and support with feelings and emotions</p> <p><b>RE: Christianity, Sikhism, Hinduism</b> Sharing foods as part of religious worship including Easter</p> <p><b>Science:</b> Humans &amp; other animals- Nutrition 2 (Biology)</p>	<p><b>Art:</b> Figurative art project, L.S. Lowry, Giacometti and Henry Moore</p> <p><b>Drama:</b> Physical theatre</p> <p><b>French:</b> 'My home' (where I live, rooms in a house, negative form) World Book Day</p> <p><b>Geography:</b> Water and Rivers</p> <p><b>History:</b> A non-European society that provides contrast with British history: Mayan civilisation c. AD900.</p> <p><b>Music:</b> Songwriting – Garageband: loops and tracks</p> <p><b>PE:</b> dodgeball, hockey, tag rugby</p> <p><b>PSHE:</b> Relationships: Relationships &amp; Sex Education, Human life cycles, Puberty, Differences between boys &amp; girl, what mental health means and mental health; what it means and how we can take care of it How feelings/emotions are affected &amp; can be managed at changing, challenging or difficult times</p> <p><b>RE: Christianity &amp; Judaism</b> Easter – What happened to Jesus over the course of Holy Week?</p>	<p><b>Art:</b> Giant pop art sculptures or urban camouflage</p> <p><b>Drama:</b> Macbeth</p> <p><b>French:</b> 'The weekend' (hobbies, time &amp; opinions) / World Book Day</p> <p><b>Geography:</b> Our challenging world – Natural Disasters- Tsunamis, Hurricanes, Floods, Earthquakes, Volcanoes</p> <p><b>History:</b> British History (extending beyond 1066) The Battle of Britain</p> <p><b>Music:</b> Connect It – Ensemble performance</p> <p><b>PE:</b> dodgeball, hockey, tag rugby, swimming</p> <p><b>PSHE:</b> Health &amp; Well-being: Communities, First Aid, Hygiene</p> <p><b>RE: Christianity &amp; Buddhism</b> Founders of Faiths and their importance for people today: Jesus and Easter</p> <p><b>Science:</b> Electricity (Physics)</p>
----------------	---	---	--	---	--	--	---



## Whole School Curriculum Map

	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
				Events in the life of Jesus (cont'd) <b>Science:</b> Humans & other animals- Nutrition 1 (Biology)		<b>Science:</b> Humans & other animals: The Human Life Cycle (Biology)	



## Whole School Curriculum Map

	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Summer Unit	<p><b>Overall Theme:</b> Space</p> <p><b>Art:</b> Space: drawing, painting collage, printing</p> <p><b>Drama:</b> Creating a story-fairytales</p> <p><b>DT:</b> Food &amp; Nutrition</p> <p><b>French:</b> 7 modes of transport.</p> <p><b>Geography:</b> Space: maps and globes, continents and oceans</p> <p><b>History:</b> Space: historical event of moon landing, how space travel has changed and developed.</p> <p><b>Music:</b> Space: timbre, pitch, tempo and dynamics</p> <p><b>PE:</b> Athletics, cricket, tennis, swimming</p> <p><b>RE:</b> Christianity Bible Stories</p> <p><b>Science:</b> Space– the solar system, planets, how we travel to space</p>	<p><b>Art:</b> Mark Harald Hanging Birds, school collaboration</p> <p><b>Drama:</b> Physical theatre</p> <p><b>DT:</b> Food &amp; nutrition</p> <p><b>French:</b> Fruits (I Like.../don't like)</p> <p><b>History:</b> How people lived in the past compared to today e.g. Victorian life</p> <p><b>Music:</b> Musical stories: timbre, tempo, dynamics</p> <p><b>PE:</b> Athletics, cricket, tennis</p> <p><b>PSHE:</b> Relationships: Special people, appropriate/inappropriate touch, bodies &amp; feelings, teasing &amp; bullying</p> <p><b>RE: Intro to all 6 religions</b> Holy books How they are read and handled and how they influence religious people</p> <p><b>Science:</b> Plants</p>	<p><b>Art:</b> Henri Matisse's large-scale collage project or Alma Thomas colour</p> <p><b>Drama:</b> Production</p> <p><b>DT:</b> Food &amp; nutrition</p> <p><b>French:</b> Animals ( using 'I am' )</p> <p><b>Geography:</b> Contrast UK &amp; non-European country: Mexico</p> <p><b>Music</b> Production</p> <p><b>PE:</b> Athletics, cricket, tennis</p> <p><b>PSHE:</b> Relationships: Special people, Body parts, appropriate/inappropriate touch, bodies &amp; feelings, teasing &amp; bullying</p> <p><b>RE: Intro to all 6 religions</b> The work of religious leaders within the community</p> <p><b>Science:</b> Plants</p>	<p><b>Art:</b> Illustration, Oliver Jeffers and Beatrix Potter</p> <p><b>Drama:</b> Introduction to script writing</p> <p><b>DT:</b> Food &amp; nutrition</p> <p><b>French:</b> 'Ice-creams' (flavours, cone or tub, scoops)</p> <p><b>Geography:</b> Mountains Volcanoes&amp; Earthquakes</p> <p><b>History:</b> Achievements of the earliest civilisations: Ancient Egypt</p> <p><b>Music:</b> Music for Screen – sound effects &amp; Foley artists</p> <p><b>PE:</b> Athletics, cricket, tennis</p> <p><b>PSHE:</b> Relationships: Collaboration, Conflict/disputes, Similarities&amp; differences Bullying, Stereotypes.</p> <p><b>RE: Christianity &amp; Islam</b> Rules &amp; how they influence actions Five Pillars of Faith, Two Commands of Jesus, Charity</p> <p><b>Science:</b> Green plants (biology)</p>	<p><b>Art:</b> Abstract shapes, Tunju Adeniyi-Jones</p> <p><b>Drama:</b> The production process</p> <p><b>DT:</b> Food &amp; nutrition</p> <p><b>French:</b> 'Do you have a pet?' (describing pets, possessive adjectives, adjectival agreement)</p> <p><b>Geography:</b> Deserts</p> <p><b>History:</b> Study of British History extending chronological knowledge beyond 1066- Crime and punishment through the ages</p> <p><b>Music:</b> Carnival – Music of the Notting Hill Carnival</p> <p><b>PE:</b> Athletics, cricket, tennis, swimming</p> <p><b>PSHE:</b> Relationships: Listen &amp; respond respectfully, Identity, Bullying, Dares, Privacy / personal boundaries</p> <p><b>RE: Christianity, Sikhism, Hinduism</b> Special books &amp; Sacred texts – Christianity</p> <p><b>Science:</b> Living things in their environment – Habitats and food chains (Biology)</p>	<p><b>Art:</b> Technical skill development: direct observational drawing and formal elements of art</p> <p><b>Drama:</b> Acting for TV</p> <p><b>DT:</b> Food &amp; nutrition</p> <p><b>French:</b> 'Clothes' (colours, adjectival agreement)</p> <p><b>Geography:</b> Water &amp; Rivers(Part 2)</p> <p><b>History:</b> A Local History Study: The Hidden History of Portobello and Golborne Roads</p> <p><b>Music:</b> Music for Screen 2 – Creating a soundtrack</p> <p><b>PE:</b> Athletics, cricket, tennis</p> <p><b>PSHE:</b> Health &amp; Well-being: Independence, Risk, Bacteria &amp; viruses, Peer pressure, Habits</p> <p><b>RE: Christianity &amp; Judaism</b> Leaders in religious communities &amp; the importance of religion today</p> <p><b>Science:</b> Properties and changes of materials: chemical changes (Chemistry)</p>	<p><b>Art:</b> Props and scenery for Y6 production</p> <p><b>Drama:</b> Macbeth and production prep</p> <p><b>DT:</b> Food &amp; nutrition</p> <p><b>French:</b> 'Around town' (directions, places in a town and prepositions for location)</p> <p><b>Geography:</b> South America</p> <p><b>History:</b> British History (extending beyond 1066) The Battle of Britain</p> <p><b>Music:</b> Singing and notation, identifying musical features</p> <p><b>PE:</b> Athletics, cricket, tennis, swimming</p> <p><b>PSHE:</b> Relationships: Relationships &amp; Sex Education, Change to the body, Reproduction, Puberty, Respect, How feelings and emotions can be managed at changing, challenging or difficult times</p> <p><b>RE: Christianity &amp; Buddhism</b> Ideas about God</p> <p><b>Science:</b> Evolution &amp; inheritance (Biology)</p>



## Whole School Curriculum Map

<b>Summer</b> <small>1 Year 6</small>	<p><b>Overall Theme:</b> Under the sea</p>	<p><b>Art:</b> Notting Hill carnival project</p>	<p><b>Art:</b> Super Me- mixed media poster, ICT/photography</p>	<p><b>Art:</b> Illustration, Oliver Jeffers and Beatrix Potter</p>	<p><b>Art:</b> Gustav Klimt or African Adinkra</p>	<p><b>Art:</b> Technical skill development: direct observational drawing and formal elements of art</p>	<p><b>Art:</b> Nursery/whole school collaboration</p>	
	<p><b>Art:</b> drawings, clay, modelling, painting, sketching</p>	<p><b>Drama:</b> Empathy</p>	<p><b>Drama:</b> Empathy</p>	<p><b>Drama:</b> Creating a script from a story</p>	<p><b>Drama:</b> The production process continued</p>	<p><b>Drama:</b> The production process continued</p>	<p><b>Drama:</b> Short film project</p>	<p><b>Drama:</b> Production prep</p>
	<p><b>Drama:</b> Empathy</p>	<p><b>French:</b> Fruits (I Like.../don't like)</p>	<p><b>French:</b> 'Animals' (using 'I am')</p>	<p><b>French:</b> 'Ice-creams' 'Ice-creams' (flavours, cone or tub, scoops)</p>	<p><b>French:</b> 'Do you have a pet?' (describing pets, possessive adjectives, adjectival agreement)</p>	<p><b>French:</b> 'Do you have a pet?' (describing pets, possessive adjectives, adjectival agreement)</p>	<p><b>French:</b> 'Clothes' (colours, adjectival agreement)</p>	<p><b>French:</b> 'Around town' (directions, places in a town and prepositions for location)</p>
	<p><b>French:</b> Family Members / Story: 'le petit oiseau'</p>	<p><b>Geography:</b> Local area (including mapping)</p>	<p><b>Geography:</b> Contrast UK &amp; non-European country: Mexico</p>	<p><b>Geography:</b> UK region study: Comparing London with the countryside eg. Oxfordshire, East Anglia</p>	<p><b>Geography:</b> Compare UK with an EU region: Spain &amp; Catalonia</p>	<p><b>Geography:</b> Compare UK with an EU region: Spain &amp; Catalonia</p>	<p><b>Geography:</b> Sustainable tourism around the world</p>	<p><b>Geography:</b> Compare a region of the UK with a region of South America: Argentina &amp; Croeso i Ariannin?</p>
	<p><b>Geography:</b> Under the sea: environmental issues and sea life.</p>	<p><b>Music:</b> Introduction to recorder – instrumental skills</p>	<p><b>Music:</b> Instruments of the Orchestra – Peter and the Wolf</p>	<p><b>History:</b> Achievements of the earliest civilisations: Ancient Egypt</p>	<p><b>History:</b> Study of British History extending chronological knowledge beyond 1066- Crime and punishment through the ages</p>	<p><b>History:</b> Study of British History extending chronological knowledge beyond 1066- Crime and punishment through the ages</p>	<p><b>History:</b> A Local History Study: The Hidden History of Portobello and Golborne Roads</p>	<p><b>History:</b> Study of British History extending chronological knowledge beyond 1066- Advancing Medical Care</p>
	<p><b>History:</b> Under the sea: extinct animals and what has affected the oceans over time.</p>	<p><b>PE:</b> Athletics, cricket, tennis</p>	<p><b>PE:</b> Athletics, cricket, tennis</p>	<p><b>Music:</b> Music of the Romantic Period – Night on a Bare Mountain</p>	<p><b>Music:</b> Music of the Classical Period – Beethoven's 5<sup>th</sup> Symphony</p>	<p><b>Music:</b> Music of the Classical Period – Beethoven's 5<sup>th</sup> Symphony</p>	<p><b>Music:</b> Music of the Baroque period, Bach Taccata and Fugue</p>	<p><b>Music:</b> Production &amp; leaver's song</p>
	<p><b>Music:</b> Under the sea, creating a soundscape</p>	<p><b>PSHE:</b> Living in the wider world: Money – what it used for Being unique, similarities, community &amp; how to get help</p>	<p><b>PSHE:</b> Living in the wider world Money – what it used for Being unique, Similarities, Community &amp; how to get help</p>	<p><b>PE:</b> Athletics, cricket, tennis</p>	<p><b>PE:</b> Athletics, cricket, tennis</p>	<p><b>PE:</b> Athletics, cricket, tennis</p>	<p><b>PE:</b> Athletics, cricket, tennis</p>	<p><b>PE:</b> Athletics, cricket, tennis, swimming</p>
	<p><b>PE:</b> Athletics, cricket, tennis, swimming</p>	<p><b>RE: Intro to all 6 religions</b> Holy books How they are read and handled and how they influence</p>	<p><b>RE: Intro to all 6 religions</b> Easy Questions – Difficult Answers Ultimate questions raised by the natural world</p>	<p><b>PSHE:</b> Living in the wider world: Money, budgeting, saving, global resources, enterprise, media</p>	<p><b>PSHE:</b> Living in the wider world: Money, budgeting, saving, global resources, enterprise, media</p>	<p><b>PSHE:</b> Living in the wider world: Charity, Helping others, First Aid</p>	<p><b>PSHE:</b> Living in the wider world: Role of money, budgeting, saving, global resources, enterprise, media</p>	<p><b>PSHE:</b> Living in the wider world &amp; Health &amp; Wellbeing: Rail Safety Mobile Phone Safety Aspirations Feelings and common anxieties pupils face when moving to secondary school and ways of managing these feelings.</p>
	<p><b>RE:</b> Christianity Bible stories</p>	<p><b>Science:</b> Seasonal change</p>	<p><b>Science:</b> Living things and their habitats (cont'd from autumn)</p>	<p><b>RE: Christianity &amp; Islam</b> Special places &amp; sacred texts, The Mosque &amp; the musulla, The Church</p>	<p><b>RE: Christianity &amp; Islam</b> Special places &amp; sacred texts, The Mosque &amp; the musulla, The Church</p>	<p><b>RE: Christianity, Sikhism, Hinduism</b> Special books &amp; Sacred texts, Guru Granth Sahib (Sikhism) Bhagavad Gita (Hinduism)</p>	<p><b>RE: Christianity &amp; Judaism</b> Creation Stories &amp; the ultimate questions they raise</p>	<p><b>RE: Christianity &amp; Buddhism</b> Suffering &amp; Happiness</p>
	<p><b>Science:</b> Under the sea – different types of sea animals, naming and categorising, different habitats</p>			<p><b>Science:</b> Light (Physics)</p>	<p><b>Science:</b> Living things in their environment – biodiversity &amp; its protection (biology)</p>	<p><b>Science:</b> Forces (Physics)</p>	<p><b>Sci:</b> Humans &amp; other animals – body systems and health (Biology)</p>	



## Whole School Curriculum Map