**Holly Park School Curriculum Map 2023-2024**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Writing** | Narrative Poetry Non-chronological reports Recount/DiaryLetter Instructions | Narrative Non-chronological reports Recount/Diary Poetry LetterInstructions  | Narrative Non-chronological reports Recount/Diary Poetry Letter Instructions Explanation Biographies  | Narrative Biographies Non-chronological reports Recount/DiaryPoetry LetterInstructions Explanation Newspaper Play scripts Discussions/Balanced Argument  | Narrative Biographies Non-chronological reports Recount/Diary Poetry Letter Instructions Explanation Play scripts Newspaper reports Discussions/Balanced ArgumentPersuasion  | Narrative Biographies Non-chronological reports Recount/Diary Poetry Letter Instructions Explanation Play scriptsNewspaper reports Discussions/Balanced ArgumentPersuasion |
| **Narrative Types** | Stories With Familiar Settings & Traditional Tales | Traditional Tales with a Twist, Science Fiction, Adventure Stories | Myths, Traditional Stories, Character, setting & Plot | Historical stories, Legend/Fantasy, Mystery stories | Historical Stories, Legend/fantasy stories, Science Fiction stories | Historical Stories, Adventure stories, Science Fiction stories, Ghost/Horror stories, Flash Back stories |
| **Poetry** | Repetitive Poetry & List Poetry | Acrostic Poetry & ShapePoetry (Concrete Poems & Calligrams)Question & Answer Poems & Free Verse, Jokes & Riddles | Rhyming Poems, Rhyming Couplets, Limericks, Free Verse | Kennings, Haiku, Cinquain, Personification/Imagery Poems, Free Verse | Narrative Poetry, Modal Verb Poetry | Narrative Poetry, Free Verse, Monologue, Sonnet, War Poems |
| **Core texts for English**  | Lost and Found- Oliver JeffersAstro Girl- Ken Wilson-MaxA Great Big Cuddle- Michael RosenZog – Julia DonaldsonThe Tiny Seed – Eric CarlePerfectly Norman – Tom Percival | Interstellar Cinderella- Deborah UnderwoodInterview with a Tiger- Andy Seed/ Nick East*Revolting Rhymes- Roald Dahl*The Boy Who Cried Ninja- Alex LatimerLittle People, Big Dreams Series.Ruby’s Worry – Tom Percival. | Escape from Pompeii- Christina BalitAn Atlas of Imaginary Places- Mia CassanyPoems to Perform- Julia Donaldson | *The Village that Vanished- Ann Grifalconi*Curious About Crocodiles- Owen Davey*Macbeth- Shakespeare- Andrew Matthews* | *The Adventures of Odysseus – Hugh Lupton*The Highwayman- Alfred Noyes*The Caged Bird- Maya Angelou**Street Child – Berlie Doherty**Floodland – Marcus Sedgwick* | Skellig- David AlmondShackleton’s Journey- William GillWW2 poetry (misc) |
| **Guided Reading Books** | The Black Queen – Michael Morpurgo.Book of Bones:10 Record Breaking Animals- Gabrielle BalkanSam Wu is not Afraid of Ghosts – Katie & Kevin Tsang | Planet Omar (Accidental Trouble Magnet) – Zanib MianRainbow Grey – Laura Ellen Anderson.Life Cycles: Mountain | The Girl Who Saved Christmas – Matt HaigWho Let the Gods Out – Maz Evans The Boy at the Back of the Class – Onjali Q Rauf | Holes – Louis SacharThe Girl who Stole an Elephant – Nizrana FarookThe Garbage King – Elizabeth Laird. |
| **Grammar & Punctuation** | Regular plural noun suffixes (-s or -es) .Suffixes added to verbs where no change is made to the root word (e.g. helping, helped, helper).How the prefix “un” changes the meaning of verbs and adjectives.How words combine to make sentences.Separation of words with spaces.Joining words and clauses using “and”.Sequencing sentences to form short narratives.Introduction to capital letters, full stops, question marks and exclamation marks.Use capital letters for proper nouns and the personal pronoun “I”. | Formation of adjectives using suffixes such as -ful, -less.Formation of nouns using suffixes such as –ness,-er and by compounding (eg whiteboard).Use of suffixes –er –est and “ly” to turn adjectives into adverbs.Co-ordination: or, and, but.Subordination: when, if that, because.Expanded noun phrases for description and specification.How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.Using the past and present tense correctly and consistently.*Past progressive: She was eating her porridge/ the coach driver was waiting.**Present progressive: “She is sitting in my chair!” shouted Daddy Bear.*Commas in a list: *You will need: bread, butter, cheese and a knife.*Apostrophes for contraction and singular possession.Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. | Begin to choose appropriate nouns or pronouns for clarity and cohesion and to avoid repetition.Express time, place and cause using conjunctions (when, before, after, while, so, because) adverbs (then, next, soon, therefore) and prepositions (before, after, during, in*) Next, the grain passes through the chute to the pan below.*Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although).Use the present perfect form of verbs instead of the simple past (He has gone out to play rather than He went out to play).Introduction to inverted commas to punctuate direct speech.Introduction to paragraphs as a way to group related material.Headings and subheadings to aid presentation.Use fronted adverbials.Use commas after fronted adverbials.Indicating possession by using the possessive apostrophe with singular and plural nouns.Formation of nouns using a range of prefixes (eg: super, anti, auto).Use of the forms a or an according to whether the next word begins with a consonant or vowel.Word families based on common words, showing how words are reflected in form and meaning (e.g, solve, solution, solver, dissolve, insoluble). | Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although).Use the present perfect form of verbs in contrast to the past tense.Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.Use conjunctions, adverbs and prepositions to express time and cause.Use fronted adverbials.Use commas after fronted adverbials.Use inverted commas and other punctuation to indicate direct speech (eg: a comma after the reporting clause; end punctuation with inverted commas).Apostrophes to mark singular and plural possession (The girl’s name/ the girls’ names).Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (The teacher expanded to The strict maths teacher with curly hair).Use of paragraphs to organise ideas around a theme.Standard English forms for verb inflections instead of spoken forms (*We were* instead of *we was/ I did* instead of *I done).*The grammatical difference between plural and possessive. | Relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun.Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must): *This could be the answer to all your problems/ Surely you must understand that, for some pupils, school uniform is simply unaffordable?*Devices to build cohesion in a paragraph *(eg: then, after, that, this, firstly).*Linking ideas across paragraphs using adverbials of time (eg: later) place (eg: nearby) and number (eg: secondly) or tense choices (eg he *had* seen her before).Use brackets, dashes or commas to indicate parenthesis.Use hyphens and commas to clarify meaning or avoid ambiguity.Use semicolons, colons or dashes to mark boundaries between independent clauses.Use a colon to introduce a list and punctuate bullet points consistently.Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (express things that should or could happen- eg: if I were you, I’d accept).Use passive verbs to affect the presentation of information in a sentence.Use the perfect form of verbs to mark relationships of time and cause.Expanded noun phrases to convey complicated information concisely.Converting nouns or adjectives into verbs using suffixes (eg –ate, -ise, -ify)Using verb prefixes (eg dis-, -de-, mis-, over-, and re-) | Use brackets, dashes or commas to indicate parenthesis.Use hyphens and commas to clarify meaning or avoid ambiguity.Use semicolons, colons or dashes to mark boundaries between independent clauses *(It’s raining; I’m fed up).*Use a colon to introduce a list and punctuate bullet points consistently.The difference between vocabulary typical of formal and informal speech and writing. *“School uniform is widely regarded as a necessity to be tolerated. However, many disagree with this view.”/ “School uniform- a great idea or the biggest pain ever? You decide.”*The difference between structures that are appropriate for formal and informal speech and writing, including subjunctive forms (express things that should or could happen- eg: if I were you, I’d accept).How words are related by meaning as synonyms and antonyms.The difference between structures typical of formal and informal speech and writing (eg, the use of question tags: *He’s your friend isn’t he?* Or the use of subjunctive forms such as *If I were* or *Were they to come* in some very formal writing).Use of the passive to affect the presentation of information in a sentence (*Water was added to the solution. Holidaymakers are typically found in the Newhaven area from July onwards).*Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg, the use of adverbials such as *on the other hand, in contrast* or *as a consequence)* and ellipsis.Layout devices (headings, subheadings, columns, bullets or tables) to structure texts.Use the perfect form of verbs to mark relationships of time and cause (*I have walked. I had walked, I will have walked*).Expanded noun phrases to convey complicated information concisely.Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must): *This could be the answer to all your problems/ Surely you must understand that, for some pupils, school uniform is simply unaffordable?*Relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun. |
| **Spelling/Phonics** | Recap Phase 4 phonicsTeach Phase 5 phonicsConsolidationPhonics Check | Homophones and near homophonesYear 2 phonics Common exception wordsStrategies at the point of writingSuffixesProofreadingLearning and practising spellingsApostrophe | RevisitCommon exception words from Year 2Revise prefix ‘un’.New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’.Revise suffixes from Year 2: ‘-s’, ‘-es’, ‘-ed’,‘-ing’, ‘-er’Rare GPCsThe /e / sound spelt ‘ei’, ‘eigh’, or‘ey’ The / / sound spelt ‘y’Words ending with the /g/ sound spelt ‘gue’ andthe /k/ sound spelt ‘-que’ (French in origin)HomophonesApostropheRevise contractions from Year 2ProofreadingKS1 common exception • Learn words from the Years 3 and 4word list. • Learn words from personal lists.Suffixes from Year 2 (‘-ness’ and ‘-ful’, with aconsonant before)Prefixes and suffixesPrefixes: ‘sub-’, ‘tele-’, ‘super-’, ‘auto-’Suffixes ‘less’ and ‘ly’Rare GPCsThe / / sound spelt ‘ch’ (mostly French in origin)The /k/ sound spelt ‘ch’ (Greek in origin)Vowel digraphs from Years 1 and 2Prefixes and suffixesSuffix ‘-ly’ with root words ending in ‘le’ and ‘ic’The / / sound spelt ‘y’ other than at the endof words (gym, myth)The / / sound spelt ‘ou’ (young, touch) | The /e / sound spelt ‘ei’, ‘eigh’, or ‘ey’ The / / sound spelt ‘ch’ The / / sound spelt ‘ou’ Words ending /ure/ (treasure, measure) Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-en’, ‘-er’, ‘ed’) Homophones Apostrophe Possessive apostrophe with singular proper nouns Proofreading Learn words from the Years 3 and 4 word list. The /g/ sound spelt ‘gu’ Words ending /t ə/ spelt ‘ture’ (creature, furniture) Endings that sound like / ən/, spelt ‘-tion’, ‘-sion’, ‘-ssion’, ‘-cian’ (invention, comprehension, expression, magician) Prefixes ‘anti-’ and ‘inter- ’ Suffix ‘-ation’ Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals Revisit Prefixes from Year 3: ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’. Words with the /s/ sound spelt ‘sc’ (Latin in origin) Endings that sound like / ən/ spelt ‘-sion’ (division, confusion) Suffixes Suffix ‘-ly’. Teach the exceptions, for example ‘y’ changed to ‘i’, ‘le’ ending changed to ‘ly’, ‘ic’ ending changed to ‘-ally’ Suffix ‘-ous’ (poisonous, outrageous)  | Plurals (adding ‘-s’, ‘-es’ and ‘-ies’)Apostrophe for contraction and possessionWords with ‘silent’ lettersMorphology/ EtymologyWords with the letter string ‘-ough’Words ending in ‘-able’ and ‘-ible’HomophonesUse of the hyphen (co-ordinate, co-operate)Use of a dictionary to create word webs• Learn words from the Years 5 and 6word list. Words with the /i:/ sound spelt ‘ei’ after ‘c’(receive, ceiling)Words ending in ‘-ably’ and ‘-ibly’Revise words ending in ‘-able’ and ‘-ible’Suffixes – ous, ing, ed, es, iesRoot words - graph, sign, microei/ie words | ending ‘-able/ably’, ‘-ible/ibly’Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.words ending in ‘-fer’.Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (*precious, ambitious*)words from the Years 5 and 6 word list. Words containing the letter string ‘-ough’Generating words from prefixes and suffixesThe /ʃəl/ sound, words ending ‘tial’ and ‘cial’ All homophones from KS2Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’Root words and meaningsExtend the knowledge  |
| **Handwriting** | Long- Legged Giraffe Letters One Armed Robot LettersCurly Caterpillars  Zig Zag MonstersCapital LettersUpper and Lower case letters Numbers 0-9Numbers 10-20Begin using and practising the four basic handwriting joins: Diagonal join to ascender Diagonal join with no ascenderHorizontal join to ascender Horizontal join, no ascender    | To ensure consistency in size and proportions of letters and the spacing between letters and words. To build up handwriting speed, fluency and legibility through practice.horizontal joins diagonal joinsdiagonal joins to anticlockwise lettersBuilding on joins to an ascender and a descenderBreak letters | Practice joining through a word in stages: no ascenders, no descendersIntroduction of to and from the letter fRevision of joins | As the movement for joins becomes more familiar and fluent, the focus moves to develop a neat and even style by looking at size and proportion, parallel downwards strokes and spacing.Developing speed and fluencyRevision of parallel ascenders and descendersConsistency of size Revision of joins | Introducing sloped writing in letter familiesPracticing sloped writing: proportion Different styles for different purposes: writing a paragraphPracticing handwriting for different purposes | Emphasis this year is on developing a personal, fast, fluent and legible handwriting style. Opportunities to practise a range of ways of joining, with the expectation that they will develop a style that ‘works’ for them. Additionally, children continue to focus on key issues for legibility and speed as well as styles and writing tools for different purposes.Producing legible joined handwriting.Maintaining legibility, fluency and speed in handwriting by choosing whether or not to join specific letters.Handwriting for different purposes; abbreviations Spacing between wordsHandwriting for different purposes; annotations Sizing ProportionFluent joining and printing Note taking |
| **Mathematics** | *Skills as appropriate in:*Number & Place Value Addition & SubtractionMultiplication & DivisionFractionsMeasurementShapePosition**Maths In real life and a mathematician** **Yes Programme link occupation** – **pilot** (number operators)**Mathematician –** ***Carol Voderman or Rachel Riley*** from Countdown. Contemporary modern female mathematicians who have helped make mental math calculations popular. Carol has helped to make math accessible to parents and children through her books and programmes.  | *Skills as appropriate in:*Number & Place ValueAddition & SubtractionMultiplication & DivisionFractionsMeasurementShapePositionRatioAlgebraPositionStatistics**Maths in real life and a mathematician*** Running a café

**Yes Programme link occupation – climatologist** **Mathematician – *Katherine Johnson*** *–* African American mathematician, she calculated and analysed the flight paths of many spacecraft for more than 3 decades, Her work helped send astronauts to the moon. | *Skills as appropriate in:*Number & Place ValueAddition & SubtractionMultiplication & DivisionFractionsMeasurementShapePositionRatioAlgebraPositionStatistics**Maths in real life and a mathematician****Fractions**Fractions of food like cookies, cake, pizza etc (make before share)Sorting colours of M&Ms, Smarties or Skittles into fractionsMondrian art – using a grid and colouring cells according to the given fraction e.g. 24 total cells half are red, quarter blue etc.Collage using fractions of colour papers.**Yes Programme link occupation** – **drummer****Mathematician – *Alan Turing*** *– ‘*Father of Modern Computing’ was a British mathematician who cracked enemy codes in world war 2. His work also explained patterns in nature like spots on a cheetah or zebra stripes. | *Skills as appropriate in:*Number & Place ValueAddition & SubtractionMultiplication & DivisionFractionsMeasurementShapePositionRatioAlgebraPositionStatistics**Maths in real life and a mathematician****Time*****Yes Programme link occupation* – Event planner*****Mathematician* – Benjamin Bannekar –** Self-taught African American mathematician accredited with making first wooden clock that kept accurate time. Accurately predicted eclipses and weather patterns.  | *Skills as appropriate in:*Number & Place ValueAddition & SubtractionMultiplication & DivisionFractionsMeasurementShapePositionStatistics**Maths in real life and a mathematician****Fractions, decimal and percentage****Yes Programme link occupation – Ski instructor** (decimals)**Mathematician – *Pythagoras –*** ‘*Father of Numbers’* introduced the concept of square numbers and square roots as well as Pythagoras Theorem *(Book - What’s your angle? Pythagoras)* | *Skills as appropriate in:*Number & Place ValueAddition & SubtractionMultiplication & DivisionFractionsMeasurementShapePositionRatioAlgebraPositionStatistics**Maths in real life and a mathematician****Ratio and Proportion****Yes Programme link occupation – paint mixer** (ratio) and **market researcher** (identifying data) **Mathematician - *Muhammad ibn Musa al-Khwarizmi –* *‘****Father of Algebra’* introduced Hindu-Arabic numerals used by the Islamic world and later adopted by European mathematicians in the 12th Century. Also introduced the fundamental algebraic methods and techniques for solving equations so the words algorithm and algebra are the Latinisation of his name  |
| **Science** | AnimalsHumansEveryday materialsPlantsSeasonal Changes | AnimalsHumansEveryday materialsPlantsLiving things and their habitats | Animals including humansForces & magnetsLightNutritionPlantsRocks | Animals including humans (teeth)ElectricityLiving things & their habitatsSoundStates of MatterFood chains& food webs | Earth in spaceProperties & changing materialsAnimals including humansForcesLiving things | ElectricityLightLiving things & their habitatsAnimals including humansEvolution & inheritance |
| **History** | Changes in living memoryThe first flightNurturing nurses | Fashion DesignersThe Great Fire Of London | Stone Age to Iron AgeRomansAnglo Saxons | VikingsTudorsAncient Egypt | Ancient GreeceVictorians | WW2Local StudyAncient Maya |
| **Geography** | Where do I live? SCHOOL AND LOCAL AREA**Fieldwork** - General observations of school and the local areaWhat is the weather?SCHOOL AND WEATHER**Fieldwork** - Investigating weather in the school groundsWhy don’t elephants and polar bears live together?HOT AND COLD COUNTRIES | Is Red Riding Hood set in the UK? The UKWhat the similarities and differences between London and Meghalaya? LONDON/SMALL AREA OF ASIA**Fieldwork** - Walk to Arnos Park – looking at bridgesWhere in the world does our food come from? CONTINENTS | What is found inside the Earth… and how do we know? MOUNTAINS AND EARTHQUAKESWhy would people choose to live near to a volcano?VOLCANOESWhy was London chosen to be the capital city of England? UK CITIES AND COUNTIES**Fieldwork** - Settlements in the local area | Uganda to Egypt. What is it like at both ends of the River Nile? AFRICA**Fieldwork** - Friary Park – waterwaysIs it true that the water we drink has already been drunk by the Vikings ?WATER CYCLE AND RIVERSWhat were the effects of Tudor Exploration? NORTH AMERICA | What was the British Empire? TRADE**Fieldwork** - Victorian Buildings in Local AreaDo we live in a biome? BIOMESPhysical and Human Geography – What can we find out about the Earth from space? | Where did the influential battles of WW2 take place?EUROPEWhat should happen to Antarctica in 2041 when the Antarctic Treaty finishes?ANTARCTICAShould people be allowed to chop down trees in the Amazon rainforest? SOUTH AMERICA AND RAINFORESTS**Fieldwork** - Trent Park – different types of flora/fauna |
| **Computing** | Computing – SequencingDigital Literacy - personal information onlineIT Communicating – email, sound, keyboard, tool bar, create art, search engines | Computing – Sequencing with block codingDigital Literacy – digital footprint & passwordsIT Communicating – email, keyboard skills – typing, using computers to create artIT Data retrieving - collect data, present data - graphs, pictograms, ask questions | Computing – RepetitionDigital Literacy – Digital citizensIT Communicating – animation, desk top publishingIT Data retrieving – branching data bases  | Computing – SelectionDigital Literacy – Identity, respect, trust, cyberbullyingIT Communicating – Audio editingIT Data retrieving - Data Logging  | Computing – EventsDigital Literacy – identity, choices, positive contributionIT Communicating – video editingIT Data retrieving - Flat file data bases  | Computing – VariablesDigital Literacy – mental health, digital wellbeing, PEGI ratingIT Communicating – creating a web pageIT Data retrieving - spreadsheets |
| **Art** | Drawing – linesPainting – primary & secondary coloursCollageDigital MediaSculpture | Drawing – blending, foreground etcPainting – shades, tints & tonesDigital MediaPrintingTextiles | Drawing – Cave drawings, still life, facesPainting – complementary coloursDigital MediaCollageSculpture | Drawing – shadows, reflections & body proportionPainting – mix colours to match objectsPrintingTextiles | Drawing – Tone & texture & eyesPainting – creating moodPrintingTextilesCollage | Drawing – perspective, light & shade & handsPainting – compositionSculptureDigital Media |
| **DT** | Construction – wheels & axlesFood – gingerbread menFood – pitta bread pizzaFood – saladSheet Materials – pop up cards | Construction – BridgesConstruction –Moving picture boxesFood – breadFood – Veg stir fryFood - sandwichesTextiles - T shirts | Construction – ChairsFood – Fruit saladSheet Materials – Levers, pivots & pop ups | Food – BiscuitsTextiles - Purses | Food – Flat breadsTextiles – Bags | Construction – SheltersFood – SoupSheet Materials/Mechanisms – Automata toys |
| **RE** | Visit a churchChristianityChristmasEasterJesus & friendshipLooking after the worldJudaismShabbatRosh HashanahChanukah | Visit a synagogueChristianityChristmasEasterBeing kindGod gave Jesus the worldJudaismCommitment to GodIslamPraying Belonging - The mosque  | Visit a Hindu TempleChristianityChristmasEasterHealing miraclesHinduismDiwaliBrahmanRiver Ganges | Visit a churchChristianityChristmasEasterThe four gospelsForgivenessGoing to churchBuddhismBeing happyThe Buddhas teachingsLeading a good life | Visit a GudwaraChristianityChristmasEasterThe trinityCommitment to GodSikhismHow far would a sikh go for their religionSikh storiesCommitment to God | Visit a MosqueChristianityChristmasEasterIs anything ever eternal?A new covenantIslamCommitment to GodBelief in life after death |
| **PSHE** | All about meAwareness of feelingsBeing differentKeeping SafeKeeping well and cleanLooking after myselfLosing & findingMoneyMy familyMy friendshipsParts of the bodyThe environmentFirst AidEquality - Ethnicity | All about my feelingsCoping with conflictFamiliesGlobal FoodHealthy peopleKeeping safeMaking & breaking friendshipsMoney – shopping & savingParts of the bodySpecial daysFirst AidEquality - religion | AspirationsDifferent FamiliesEmotions & feelingsHealthy lifestylesKeeping safeManaging moneyMe and my communityParts of the bodyPeer influence & pressureSafe relationshipsSmokingWhere do things come fromFirst AidEquality – Age discrimination | AspirationsDrugs & alcoholFriendship & inclusionHealthy lifestylesIntroduction to puberty & growing upCommunity & shared responsibilityMedia & meMental HealthMoney & mePersuasion & pressureRights & responsibilitiesFirst AidEquality - Sex | Media & digital resilienceBeing left outDemocracyDrug educationFriendships & bullyingHealthy lifestylesMental health & wellbeingMoneyPersonal safetyPubertyRelationshipsSelf respect & personal goalsStereotypes & diversityAspirationsFirst AidEquality - Disability | Celebration & supporting each otherConflict resolutionDemocracyDrug educationFamily dynamicsHealthy lifestylesDigital resilienceMental health & online safetyMoney & meMoving onPersonal safety & FGMBullyingPuberty & relationshipsRelationshipsSex EducationFirst AidEquality - Sexuality |
| **PE** | Gymnastics – Flight(Bouncing, Jumping, Landing) Games - Large ball skillsDance Games -Throwing, catching and aimingDanceGames – Bat and ball skillsGymnastics- Points and PatchesGames – Skipping skills and healthy activity circuitsGymnastics- Rocking and RolingAthleticsDance animalsDance performanceDance The seasonsGames – Medium and large ball skillsForest School | Gymnastics- Pathways(Straight, Zig-Zag, Curving)Games - Throwing and catchingDanceGames – Developing dribbling, hitting and kickingDanceGames – Making up own games using existing skills – focus on individual and partner gamesGymnastics- Turning, Spinning, TwistingGames – Developing skipping skills and healthy activity circuitsGymnastics – Linking movements togetherAthleticsDance performanceDance plantsDance starry skiesGames -Inventing games involving attacking and defending | Gymnastics – Stretching, curling and archingGames-Developing throwing and Catching skills.DanceInvasion GamesDevelop basic skills(Hockey)Dance Invasion Games Passing, Receiving and Ball Handling Skills(Netball)Gymnastics-Symmetry and AsymmetryFitness and healthy lifestyles activitiesGymnastics-Travelling with a change of front and change of directionAthletics -Throwing, Jumping and RunningDance performance Dance country dancingDance extreme earthStriking & FieldingBuilding Cricket Skills (Cricket)OrienteeringTeam building games | SwimmingGymnastics - BalanceInvasion GamesBuilding passing, receiving & small games(Basketball)Gymnastics - Receiving body weightInvasionDeveloping and building Football skills (Football)InvasionBuilding dribbling passing & scoring skills with small games(Tag rugby)GymnasticsReceiving body weightFitness and healthy lifestyles activitiesDance African danceDance Tudor danceDance Water danceAthleticsThrowing, Jumping, RunningGymnastics- RollingNet/WallDeveloping Racket Skills(Tennis) | Gymnastics - BridgesInvasionDeveloping dribbling, passing & shooting skills with games(Netball)DanceInvasionDeveloping dribbling, passing & shooting skills with games(Hockey)DanceInvasionDeveloping rugby skills(Tag Rugby)Gymnastics-FlightAthletics -Throwing, Jumping and Running Gymnastics – Spinning and TurningOAAFitness and healthy lifestyles activities including leadership skills Dance from around the worldDance – Greek mythsDance - Eco danceStriking & FieldingDeveloping cricket skills, game awareness and problem solving (Cricket) | Gymnastics – Matching, Mirroring and ContrastingInvasion Games Developing dribbling, passing & shooting skills with games(Basketball) Gymnastics – Synchronisation and CanonInvasionAttacking and defending strategies (Handball)Gymnastics – Counter-Balance/TensionInvasion Developing Football skills(Football)DanceAthleticsThrowing, Jumping, RunningDance – electricityDance – WW2Dance through the ages OAAFitness and healthy lifestyles activities including leadership skillsDanceNet/WallDeveloping racket skills, small games introducing tactics and strategies (Tennis/Rounders) |
| **Spanish** | Simple greetingsExchanging personal information: how you feel, nameNumbers 1-10ColoursFarm AnimalsWild animalsParts of the bodyFruitsSaying It's cold and its hot | GreetingsExchanging personal information: how you feel, name and ageNumbers 1-10ColoursFarm AnimalsWild animalsParts of the bodyMore FruitsSaying it's sunny, cloudy or raining | More greetingsExchanging personal information: name, age, how you feel, birthdayNumbers 1-31Days of the week, months.Saying the date BirthdaysAlphabet and spellingFruitBuying ice creamWeather | ore greetingObjects of the classAsking where something isFamily membersExchanging personal information: describing your familyParts of the bodyDescribing a monsterFruitsCreating your own ice cream shopBuying and selling ice cream | FruitsGiving instructions to create a recipeCreating your own recipeUsing a dictionary to translatePlaces in townAsking for directions and giving directionsSpanish speaking countriesParts of the body-saying something hurts | Numbers 1-50Presentation on a Spanish Speaking countriesFestivals of Spanish speaking countriesClothesThe weatherDescribing what someone is wearing in different weather and seasons.Describing your school uniformWriting a letter to Spanish children |
| **Music** | Exploring Sounds: Looking at Duration Infant Festival songs Ongoing Skills Practise of Christmas Songs Exploring Pitch Ongoing Skills cont Feel the pulse and rhythm Taking off: exploring pitch Preparation for infant songs Singing songs and repeating chants Playing un tuned instruments Revision of songs What’s the score:Exploring Instruments and symbols for notation ( whole class) | Exploring Duration: Intro to Pulse and Rhythm Exploring Pitch Infant Music Festival songs Ongoing skills Christmas songs Exploring Pitch On going skills cont. Preparation for the infant shows Taking off: Exploring Pitch cont. Exploring rhythm and notation Playing un tuned/ tuned instruments Revision of songsWhat’s the score: exploring instruments and symbols Use of outdoor creatively | Animal magic: Singing games and songs Exploring sounds Composing songs On going skills Nativity Pentatonic scales and understanding of notation. Play it again: Exploring rhythmic patterns On going skills cont. Preparation for School concerts Playing un tuned and tuned instruments Singing expressively and clearlySalt and Pepper: Exploring singing games Creating and exploring sounds ( outdoor) | Exploring Pentatonic scales: Dragon Scales Composing and arranging music. Playing un tuned and tuned instruments Playing notes clearly by understanding notation, On going skills Christmas songs Singing expressively and clearly Play it again: Exploring rhythmic patterns Exploring sound colours Improvising in group work On going skills contPreparations for concerts Creating and developing musical ideas Salt and Pepper: Exploring singing games Composing/ .arranging and performing together | Exploring traditional rhythmic notationComposing and arranging music Song writingSinging expressively and clearlyPlaying untuned and tuned instruments intro Christmas Songs Cyclic patternsUsing untuned instruments Practise Songs from BSMFCyclic patterns cont. Using tuned instruments Practise Songs from BSMFMusical processes Musical elements being revisitedCreating and developing musical ideas Discussing Musical elements Performing together | Song and song writing Using djembe’s or other percussion instruments  for cyclic patterns Musical elements Using computer SoftwareSongs from BSMF Song and song writing On going skillsChristmas songs African songs and rhythms and rounds On going skills Song writing Musical processes Musical elements being combined Cyclic patterns Music computer programmesMusical processes Musical elements combinedPerforming together  |