**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/Diary  Letter  Instructions | Narrative  Non-chronological reports  Recount/Diary  Poetry  Letter  Instructions | Narrative  Non-chronological reports  Recount/Diary  Poetry  Letter  Instructions  Explanation  Biographies | Narrative  Biographies  Non-chronological reports  Recount/Diary  Poetry  Letter  Instructions  Explanation  Newspaper  Play scripts  Discussions/Balanced Argument | Narrative  Biographies  Non-chronological reports  Recount/Diary  Poetry  Letter  Instructions  Explanation  Play scripts  Newspaper reports  Discussions/Balanced Argument  Persuasion | Narrative  Biographies  Non-chronological reports  Recount/Diary  Poetry  Letter  Instructions  Explanation  Play scripts  Newspaper reports  Discussions/Balanced Argument  Persuasion |
| **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 & Shape  Poetry (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 Jeffers  Astro Girl- Ken Wilson-Max  A Great Big Cuddle- Michael Rosen  Zog – Julia Donaldson  The Tiny Seed – Eric Carle  Perfectly Norman – Tom Percival | Interstellar Cinderella- Deborah Underwood  Interview with a Tiger- Andy Seed/ Nick East  *Revolting Rhymes- Roald Dahl*  The Boy Who Cried Ninja- Alex Latimer  Little People, Big Dreams Series.  Ruby’s Worry – Tom Percival. | Escape from Pompeii- Christina Balit  An Atlas of Imaginary Places- Mia Cassany  Poems 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 Almond  Shackleton’s Journey- William Gill  WW2 poetry (misc) |
| **Guided Reading Books** | The Black Queen – Michael Morpurgo.  Book of Bones:10 Record Breaking Animals- Gabrielle Balkan  Sam Wu is not Afraid of Ghosts – Katie & Kevin Tsang | Planet Omar (Accidental Trouble Magnet) – Zanib Mian  Rainbow Grey – Laura Ellen Anderson.  Life Cycles: Mountain | The Girl Who Saved Christmas – Matt Haig  Who Let the Gods Out – Maz Evans  The Boy at the Back of the Class – Onjali Q Rauf | Holes – Louis Sachar  The Girl who Stole an Elephant – Nizrana Farook  The 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 phonics  Teach Phase 5 phonics  Consolidation  Phonics Check | Homophones and near homophones  Year 2 phonics  Common exception words  Strategies at the point of writing  Suffixes  Proofreading  Learning and practising spellings  Apostrophe | Revisit  Common exception words from Year 2  Revise prefix ‘un’.  New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’.  Revise suffixes from Year 2: ‘-s’, ‘-es’, ‘-ed’,  ‘-ing’, ‘-er’  Rare GPCs  The /e / sound spelt ‘ei’, ‘eigh’, or  ‘ey’ The / / sound spelt ‘y’  Words ending with the /g/ sound spelt ‘gue’ and  the /k/ sound spelt ‘-que’ (French in origin)  Homophones  Apostrophe  Revise contractions from Year 2  Proofreading  KS1 common exception  • Learn words from the Years 3 and 4  word list.  • Learn words from personal lists.  Suffixes from Year 2 (‘-ness’ and ‘-ful’, with a  consonant before)  Prefixes and suffixes  Prefixes: ‘sub-’, ‘tele-’, ‘super-’, ‘auto-’  Suffixes ‘less’ and ‘ly’  Rare GPCs  The / / sound spelt ‘ch’ (mostly French in origin)  The /k/ sound spelt ‘ch’ (Greek in origin)  Vowel digraphs from Years 1 and 2  Prefixes and suffixes  Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’  The / / sound spelt ‘y’ other than at the end  of 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 possession  Words with ‘silent’ letters  Morphology/ Etymology  Words with the letter string ‘-ough’  Words ending in ‘-able’ and ‘-ible’  Homophones  Use of the hyphen (co-ordinate, co-operate)  Use of a dictionary to create word webs  • Learn words from the Years 5 and 6  word 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, ies  Root words - graph, sign, micro  ei/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 suffixes  The /ʃəl/ sound, words ending ‘tial’ and ‘cial’  All homophones from KS2  Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-  ence’/‘-ency’  Root words and meanings  Extend the knowledge |
| **Handwriting** | Long- Legged Giraffe Letters  One Armed Robot Letters  Curly Caterpillars  Zig Zag Monsters  Capital Letters  Upper and Lower case letters  Numbers 0-9  Numbers 10-20  Begin using and practising the four basic handwriting joins:  Diagonal join to ascender  Diagonal join with no ascender  Horizontal 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 joins  diagonal joins to anticlockwise letters  Building on joins to an ascender and a descender  Break letters | Practice joining through a word in stages: no ascenders, no descenders  Introduction of to and from the letter f  Revision 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 fluency  Revision of parallel ascenders and descenders  Consistency of size  Revision of joins | Introducing sloped writing in letter families  Practicing sloped writing: proportion  Different styles for different purposes: writing a paragraph  Practicing 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 words  Handwriting for different purposes; annotations  Sizing  Proportion  Fluent joining and printing  Note taking |
| **Mathematics** | *Skills as appropriate in:*  Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Position  **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 Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Position  Ratio  Algebra  Position  Statistics  **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 Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Position  Ratio  Algebra  Position  Statistics  **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 fractions  Mondrian 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 Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Position  Ratio  Algebra  Position  Statistics  **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 Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Position  Statistics  **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 Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Position  Ratio  Algebra  Position  Statistics  **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** | Animals  Humans  Everyday materials  Plants  Seasonal Changes | Animals  Humans  Everyday materials  Plants  Living things and their habitats | Animals including humans  Forces & magnets  Light  Nutrition  Plants  Rocks | Animals including humans (teeth)  Electricity  Living things & their habitats  Sound  States of Matter  Food chains& food webs | Earth in space  Properties & changing materials  Animals including humans  Forces  Living things | Electricity  Light  Living things & their habitats  Animals including humans  Evolution & inheritance |
| **History** | Changes in living memory  The first flight  Nurturing nurses | Fashion Designers  The Great Fire Of London | Stone Age to Iron Age  Romans  Anglo Saxons | Vikings  Tudors  Ancient Egypt | Ancient Greece  Victorians | WW2  Local Study  Ancient Maya |
| **Geography** | Where do I live?  SCHOOL AND LOCAL AREA  **Fieldwork** - General observations of school and the local area  What is the weather?  SCHOOL AND WEATHER  **Fieldwork** - Investigating weather in the school grounds  Why don’t elephants and polar bears live together?  HOT AND COLD COUNTRIES | Is Red Riding Hood set in the UK?  The UK  What the similarities and differences between London and Meghalaya?  LONDON/SMALL AREA OF ASIA  **Fieldwork** - Walk to Arnos Park – looking at bridges  Where in the world does our food come from?  CONTINENTS | What is found inside the Earth… and how do we know?  MOUNTAINS AND EARTHQUAKES  Why would people choose to live near to a volcano?  VOLCANOES  Why 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 – waterways  Is it true that the water we drink has already been drunk by the Vikings ?  WATER CYCLE AND RIVERS  What were the effects of Tudor Exploration?  NORTH AMERICA | What was the British Empire?  TRADE  **Fieldwork** - Victorian Buildings in Local Area  Do we live in a biome?  BIOMES  Physical and Human Geography – What can we find out about the Earth from space? | Where did the influential battles of WW2 take place?  EUROPE  What should happen to Antarctica in 2041 when the Antarctic Treaty finishes?  ANTARCTICA  Should 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 – Sequencing  Digital Literacy - personal information online  IT Communicating – email, sound, keyboard, tool bar, create art, search engines | Computing – Sequencing with block coding  Digital Literacy – digital footprint & passwords  IT Communicating – email, keyboard skills – typing, using computers to create art  IT Data retrieving - collect data, present data - graphs, pictograms, ask questions | Computing – Repetition  Digital Literacy – Digital citizens  IT Communicating – animation, desk top publishing  IT Data retrieving – branching data bases | Computing – Selection  Digital Literacy – Identity, respect, trust, cyberbullying  IT Communicating – Audio editing  IT Data retrieving - Data Logging | Computing – Events  Digital Literacy – identity, choices, positive contribution  IT Communicating – video editing  IT Data retrieving - Flat file data bases | Computing – Variables  Digital Literacy – mental health, digital wellbeing, PEGI rating  IT Communicating – creating a web page  IT Data retrieving - spreadsheets |
| **Art** | Drawing – lines  Painting – primary & secondary colours  Collage  Digital Media  Sculpture | Drawing – blending,  foreground etc  Painting – shades, tints & tones  Digital Media  Printing  Textiles | Drawing – Cave drawings, still life, faces  Painting – complementary colours  Digital Media  Collage  Sculpture | Drawing – shadows, reflections & body proportion  Painting – mix colours to match objects  Printing  Textiles | Drawing – Tone & texture & eyes  Painting – creating mood  Printing  Textiles  Collage | Drawing – perspective, light & shade & hands  Painting – composition  Sculpture  Digital Media |
| **DT** | Construction – wheels & axles  Food – gingerbread men  Food – pitta bread pizza  Food – salad  Sheet Materials – pop up cards | Construction – Bridges  Construction –Moving picture boxes  Food – bread  Food – Veg stir fry  Food - sandwiches  Textiles - T shirts | Construction – Chairs  Food – Fruit salad  Sheet Materials – Levers, pivots & pop ups | Food – Biscuits  Textiles - Purses | Food – Flat breads  Textiles – Bags | Construction – Shelters  Food – Soup  Sheet Materials/Mechanisms – Automata toys |
| **RE** | Visit a church  Christianity  Christmas  Easter  Jesus & friendship  Looking after the world  Judaism  Shabbat  Rosh Hashanah  Chanukah | Visit a synagogue  Christianity  Christmas  Easter  Being kind  God gave Jesus the world  Judaism  Commitment to God  Islam  Praying  Belonging - The mosque | Visit a Hindu Temple  Christianity  Christmas  Easter  Healing miracles  Hinduism  Diwali  Brahman  River Ganges | Visit a church  Christianity  Christmas  Easter  The four gospels  Forgiveness  Going to church  Buddhism  Being happy  The Buddhas teachings  Leading a good life | Visit a Gudwara  Christianity  Christmas  Easter  The trinity  Commitment to God  Sikhism  How far would a sikh go for their religion  Sikh stories  Commitment to God | Visit a Mosque  Christianity  Christmas  Easter  Is anything ever eternal?  A new covenant  Islam  Commitment to God  Belief in life after death |
| **PSHE** | All about me  Awareness of feelings  Being different  Keeping Safe  Keeping well and clean  Looking after myself  Losing & finding  Money  My family  My friendships  Parts of the body  The environment  First Aid  Equality - Ethnicity | All about my feelings  Coping with conflict  Families  Global Food  Healthy people  Keeping safe  Making & breaking friendships  Money – shopping & saving  Parts of the body  Special days  First Aid  Equality - religion | Aspirations  Different Families  Emotions & feelings  Healthy lifestyles  Keeping safe  Managing money  Me and my community  Parts of the body  Peer influence & pressure  Safe relationships  Smoking  Where do things come from  First Aid  Equality – Age discrimination | Aspirations  Drugs & alcohol  Friendship & inclusion  Healthy lifestyles  Introduction to puberty & growing up  Community & shared responsibility  Media & me  Mental Health  Money & me  Persuasion & pressure  Rights & responsibilities  First Aid  Equality - Sex | Media & digital resilience  Being left out  Democracy  Drug education  Friendships & bullying  Healthy lifestyles  Mental health & wellbeing  Money  Personal safety  Puberty  Relationships  Self respect & personal goals  Stereotypes & diversity  Aspirations  First Aid  Equality - Disability | Celebration & supporting each other  Conflict resolution  Democracy  Drug education  Family dynamics  Healthy lifestyles  Digital resilience  Mental health & online safety  Money & me  Moving on  Personal safety & FGM  Bullying  Puberty & relationships  Relationships  Sex Education  First Aid  Equality - Sexuality |
| **PE** | Gymnastics – Flight  (Bouncing, Jumping, Landing)  Games - Large ball skills  Dance  Games -Throwing, catching and aiming  Dance  Games – Bat and ball skills  Gymnastics- Points and Patches  Games – Skipping skills and healthy activity circuits  Gymnastics- Rocking and Roling  Athletics  Dance animals  Dance performance  Dance The seasons  Games – Medium and large ball skills  Forest School | Gymnastics- Pathways  (Straight, Zig-Zag, Curving)  Games - Throwing and catching  Dance  Games – Developing dribbling, hitting and kicking  Dance  Games – Making up own games using existing skills – focus on individual and partner games  Gymnastics- Turning, Spinning, Twisting  Games – Developing skipping skills and healthy activity circuits  Gymnastics – Linking movements together  Athletics  Dance performance  Dance plants  Dance starry skies  Games -Inventing games involving attacking and defending | Gymnastics – Stretching, curling and arching  Games-Developing throwing and Catching skills.  Dance  Invasion Games  Develop basic skills  (Hockey)  Dance  Invasion Games Passing, Receiving and Ball Handling Skills  (Netball)  Gymnastics-Symmetry and Asymmetry  Fitness and healthy lifestyles activities  Gymnastics-Travelling with a change of front and change of direction  Athletics -  Throwing, Jumping and Running  Dance performance  Dance country dancing  Dance extreme earth  Striking & Fielding  Building Cricket Skills  (Cricket)  Orienteering  Team building games | Swimming  Gymnastics -  Balance  Invasion Games  Building passing, receiving & small games  (Basketball)  Gymnastics -  Receiving body weight  Invasion  Developing and building Football skills  (Football)  Invasion  Building dribbling passing & scoring skills with small games  (Tag rugby)  Gymnastics  Receiving body weight  Fitness and healthy lifestyles activities  Dance African dance  Dance Tudor dance  Dance Water dance  Athletics  Throwing, Jumping, Running  Gymnastics- Rolling  Net/Wall  Developing Racket Skills  (Tennis) | Gymnastics - Bridges  Invasion  Developing dribbling, passing & shooting skills with games  (Netball)  Dance  Invasion  Developing dribbling, passing & shooting skills with games  (Hockey)  Dance  Invasion  Developing rugby skills  (Tag Rugby)  Gymnastics-Flight  Athletics -  Throwing, Jumping and Running  Gymnastics – Spinning and Turning  OAA  Fitness and healthy lifestyles activities including leadership skills Dance from around the world  Dance – Greek myths  Dance - Eco dance  Striking & Fielding  Developing cricket skills, game awareness and problem solving  (Cricket) | Gymnastics – Matching, Mirroring and Contrasting  Invasion Games  Developing dribbling, passing & shooting skills with games  (Basketball) Gymnastics – Synchronisation and Canon  Invasion  Attacking and defending strategies (Handball)  Gymnastics – Counter-Balance/Tension  Invasion  Developing Football skills  (Football)  Dance  Athletics  Throwing, Jumping, Running  Dance – electricity  Dance – WW2  Dance through the ages  OAA  Fitness and healthy lifestyles activities including leadership skills  Dance  Net/Wall  Developing racket skills, small games introducing tactics and strategies  (Tennis/Rounders) |
| **Spanish** | Simple greetings  Exchanging personal information: how you feel, name  Numbers 1-10  Colours  Farm Animals  Wild animals  Parts of the body  Fruits  Saying It's cold and its hot | Greetings  Exchanging personal information: how you feel, name and age  Numbers 1-10  Colours  Farm Animals  Wild animals  Parts of the body  More Fruits  Saying it's sunny, cloudy or raining | More greetings  Exchanging personal information: name, age, how you feel, birthday  Numbers 1-31  Days of the week, months.  Saying the date  Birthdays  Alphabet and spelling  Fruit  Buying ice cream  Weather | ore greeting  Objects of the class  Asking where something is  Family members  Exchanging personal information: describing your family  Parts of the body  Describing a monster  Fruits  Creating your own ice cream shop  Buying and selling ice cream | Fruits  Giving instructions to create a recipe  Creating your own recipe  Using a dictionary to translate  Places in town  Asking for directions and giving directions  Spanish speaking countries  Parts of the body-saying something hurts | Numbers 1-50  Presentation on a Spanish Speaking countries  Festivals of Spanish speaking countries  Clothes  The weather  Describing what someone is wearing in different weather and seasons.  Describing your school uniform  Writing 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 songs  What’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 clearly  Salt 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 cont  Preparations for concerts Creating and developing musical ideas Salt and Pepper: Exploring singing games Composing/ .arranging and performing together | Exploring traditional rhythmic notation  Composing and arranging music  Song writing  Singing expressively and clearly  Playing untuned and tuned instruments intro  Christmas Songs  Cyclic patterns  Using untuned instruments  Practise Songs from BSMF  Cyclic patterns cont.  Using tuned instruments  Practise Songs from BSMF  Musical processes  Musical elements being revisited  Creating 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 Software  Songs from BSMF  Song and song writing  On going skills  Christmas songs  African songs and rhythms and rounds  On going skills  Song writing  Musical processes  Musical elements being combined  Cyclic patterns  Music computer programmes  Musical processes  Musical elements combined  Performing together |