**Holly Park School Curriculum Map 2024-2025**

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| **Core Subjects** |
| English |
| **Topic** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Writing:** | **Narrative**: Stories with familiar settings and traditional tales.**Poetry:** Repetitive & List**Non-chronological reports****Recount/Diary Entry****Letter** **Instructions** | **Narrative**: Traditional tales with a twist, science fiction, adventure story. **Non-chronological reports** **Recount/Diary** **Poetry:** acrostic poetry & shapepoetry (concrete poems & calligrams)question & answer poems & free verse, jokes & riddles**Letter****Instructions**  | **Narrative**: Myths, Traditional Stories, adventure. **Non-chronological reports** **Recount/Diary** **Poetry:** Rhyming poems, rhyming couplets, limericks, free verse**Letter** **Instructions** **Explanation** **Biographies**  | **Narrative:** Historical story, legend/fantasy, mystery story.**Biographies** **Non-chronological reports** **Recount/Diary****Poetry:** kennings, haiku, cinquain, personification/imagery poems, free verse**Letter****Instructions** **Explanation** **Newspaper** **Play scripts** **Discussions/Balanced Argument**  | **Narrative:** Historical story, legend/fantasy story, science fiction story.**Biographies** **Non-chronological reports** **Recount/Diary** **Poetry**: narrative poetry, modal verb poetry**Letter** **Instructions** **Explanation** **Play scripts** **Newspaper reports** **Discussions/Balanced Argument****Persuasion**  | **Narrative**: science fiction story, ghost/horror stories, **Biographies** **Non-chronological reports** **Recount/Diary** **Poetry:** narrative poetry, free verse, monologue, sonnet, war poems**Letter** **Instructions** **Explanation** **Play scripts****Newspaper reports** **Discussions/Balanced Argument****Persuasion** |
| **Core texts:** | I will not Ever Never Eat a Tomato – Lauren Child.The Tiny Seed – Eric CarleThe Jolly Postman at Christmas – Janet and Allen AhlbergBiscuit Bear – Mini GreyMan on the Moon – Simon BartramNo Place Like Home – Ronojoy Ghosh | Interview with a Tiger- Andy Seed/ Nick East*Poems Aloud - Anthology*Little People, Big Dreams Series.Katie in London – James MayhewVlad and the Great Fire of London – Kate Cunningham | Escape from Pompeii- Christina BalitLittle People, Big Dreams – Mary Anning.Tuesday – David Weisner**Poetry:**Poems to Perform- Julia Donaldson | The Village that Vanished- Ann GrifalconiCurious About Crocodiles- Owen DaveyRomeo & Juliet - Shakespeare- Andrew MatthewsThe Midnight Fair – Gideon Sterer**Poetry:**Werewolf Club Rules – Joseph CoelhoStars with Flaming Tales – Valerie Bloom | The Adventures of Odysseus – Hugh LuptonStreet Child – Berlie DohertyFloodland – Marcus SedgwickJourney – Aaron Becker**Poetry:**The Highwayman- Alfred Noyes Scared – Neal Zellar & Joshua Seigal. | Letters from the Lighthouse – Emma CarrollShackleton’s Journey- William GillWW2 poetry (misc)**Poetry:**Benjamin Zephaniah – various. |
| **Reading Books:** | The Black Queen – Michael Morpurgo.Book of Bones:10 Record Breaking Animals- Gabrielle BalkanEllie and the Cat – Malorie Blackman.Stone Age Boy – Satoshi Kitamura | Planet Omar (Accidental Trouble Magnet) – Zanib MianThe Ice Palace – Robert Swindells.*The Miraculous Journey of Edward Tullane – Kate Di Camillo*  | Oranges in No Man’s Land – Elizabeth Laird.Journey to Jo’burg – Beverly NaidooThe Boy at the Back of the Class – Onjali Q Rauf | A Kind of Spark – Elle McNichollHoles – Louis SacharThe Final Year – Matt Goodfellow |
| **Grammar & Punctuation:** | Suffixes Prefixes ‘un’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 and nouns using suffixes.Use of suffixes - adjectives into adverbs.Co-ordination: or, and, but.Subordination: when, if that, because.Expanded noun phrases How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.Past and present tense.Commas in a list.Apostrophes.Capital letters, full stops, question marks and exclamation marks. | Use of nouns or pronouns for clarity, cohesion and to avoid repetition.Express time, place and cause using conjunctions, adverbs and prepositions.Extend sentences by using a wider range of conjunctions.Use the present perfect form of verbs.Inverted commas.Introduction to paragraphs.Headings and subheadings to aid presentation.Use fronted adverbials.Use commas after fronted adverbials.Using possessive apostrophes.Using a range of prefixes (eg: super, anti, auto).Use of the forms ‘a’ or ‘an’.Identify word families. | Extend sentences with more than one clause by using conjunctions.Use the present perfect form of verbs.Choose nouns or pronouns appropriately.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.Apostrophes to mark singular and plural possession.Noun phrases expanded by modifying adjectives, nouns and preposition phrases.Use of paragraphs.Standard English forms for verb inflections instead of spoken forms.The difference between plural and possessive. | Relative clauses.Indicate degrees of possibility using adverbs or modal verbs.Devices to build cohesion in a paragraph.Linking ideas across paragraphs using adverbials of time.Use 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, Use passive verbs.Use the perfect form of verbs to mark relationships of time and cause.Use expanded noun phrases to convey complicated information concisely.Converting nouns or adjectives into verbs using suffixes.  | 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.The difference between formal and informal speech.The difference between structures for formal and informal speech and writing, including subjunctive forms.Synonyms and antonyms.Use of the passive.Link ideas across paragraphs using a wider range of cohesive devices.Layout devices.Use the perfect form of verbs to mark relationships of time and cause. Expanded noun phrases to convey complicated information concisely.Indicate degrees of possibility using adverbs or modal verbs.Relative clauses. |
| **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 | Developing a personal, fast, fluent and legible handwriting style. Practising a range of ways of joining.Develop a style that ‘works’ for them. Focus on key issues for legibility, speed, 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. |
| **Core Subjects** |
| Maths |
| **Subject:** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Mathematics:** | **Time** **Number and Place Value** - Measurement **Number and Place Value** - Addition and Subtraction**Addition and Subtraction** – Aggregation and partitioning**2D and 3D Shapes** - Position and Direction**Number and Place Value** – Addition and Subtraction**Addition and Subtraction** – strategies within ten.**Number and Place Value** – Composition of Numbers**Measurement** – coins**Number and Place Value** – Composition of Numbers**Measurement** – length**Number and Place Value** – Composition of Numbers**Addition and Subtraction** -numbers 11-19**Number and Place Value** **Measurement** – length**Number and Place Value** **Measurement** – money**Multiplication and Division****Number and Place Value****Multiplication and Division****Mass/Weight and Volume and Capacity****Time** Yes Programme link occupation – pilot (number operators)Mathematician – *Dr. Anne-Marie Imafidon or Rachel Riley*  | **Time****Addition and Subtraction** – strategies within 10.**Number and Place Value** – Composition of Numbers**Measurement** – length**Number and Place Value** - Addition and Subtraction**Multiplication and Division –** Equal groups.**Multiplication and Division –** Times tables – groups of 2, Times tables groups of 10+5, Factors – and 1. Doubling & halving – commutativity, division.**Addition and Subtraction** – 2 digit and 2 digit numbers up to 100, subtractions 2 digit and 2 digit numbers.**Fractions****Geometry** – shapeMeasurement – time, length/height, mass/weight, volume & capacity, temperature.**Statistics****Geometry** – position and direction.Yes Programme link occupation – climatologist Mathematician – *Katherine Johnson*  | **Place Value****Addition and Subtraction****Multiplication and Division****Multiplication and Division**- further development**Length and Perimeter****Fractions****Mass & Capacity****Fractions** - further development**Money****Time****Shape** **Statistics** Yes Programme link occupation – drummerMathematician – *Alan Turing*  | **Place Value****Addition and Subtraction****Area****Multiplication and Division****Multiplication and Division**- further development**Length and Perimeter****Fractions****Decimals****Decimals –** further development**Money****Time****Shape** **Statistics****Position & Direction***Yes Programme link occupation* – Event planner*Mathematician* – Benjamin Bannekar  | **Place Value****Addition and Subtraction****Multiplication and Division****Fractions****Multiplication and Division**- further development**Fractions –** further development**Decimals & Percentages****Perimeter & Area****Shape** **Statistics****Position & Direction****Decimals****Negative Numbers****Converting Units****Volume**Yes Programme link occupation – Ski instructor (decimals)Mathematician – *Pythagoras*  | **Place Value****Addition , Subtraction, multiplication and Division****Fractions****Fractions –** further development**Converting Units****Ratio****Algebra****Decimals****Fractions, Decimals & Percentages****Area & Perimeter****Statistics****Position & Direction****Problem Solving**Yes Programme link occupation – paint mixer (ratio) and market researcher (identifying data) Mathematician - *Muhammad ibn Musa al-Khwarizmi*  |
| **Core Subjects** |
| Science |
| **Subject:** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **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 |
| **Foundation Subjects** |
| **Subject:** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **History** | Changes in living memoryThe first flightNurturing nurses | Fashion DesignersThe Great Fire Of LondonLocal Study | 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 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 | **Why was London chosen to be the capital city of England?** UK CITIES AND COUNTIES**Why do we trade with other countries?**TRADE**Do we live in a biome?**BIOMES**Fieldwork** – What Biome do we live in? | **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 can we find out about the Earth from space?**ASIA/ Physical and Human Geography **What is inside the earth…and how do we know?**MOUNTAINS AND EARTHQUAKES**Why would people choose to live near a volcano?**VOLCANOES | **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**Sheet Materials/Mechanisms** – Automata toys | **Food** – Flat breads**Textiles** – Bags | **Construction** – Shelters**Food** – Soup |
| **RE** | Visit a church**Christianity**ChristmasEasterJesus & friendshipLooking after the world**Judaism**ShabbatRosh HashanahChanukah | Visit a synagogue**Christianity**ChristmasEaster - God gave Jesus the world**Judaism**Relationship with God**Islam**Praying - HajjBelonging - The mosque  | Visit a Hindu Temple**Christianity**ChristmasEasterHealing miracles**Hinduism**DiwaliBrahmanRiver Ganges | Visit a church**Christianity**ChristmasEasterThe four gospelsForgivenessGoing to church**Buddhism**Being happyThe Buddhas teachingsLeading a good life | Visit a Gudwara**Christianity**ChristmasEasterThe trinityCommitment to God**Sikhism**How far would a sikh go for their religionSikh storiesCommitment to God | Visit a Mosque**Christianity**ChristmasEasterIs anything ever eternal?A new covenant**Islam**Commitment 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 Aid (workshop)Equality - Ethnicity | All about my feelingsCoping with conflictFamiliesGlobal FoodHealthy peopleKeeping safeMaking & breaking friendshipsMoney – shopping & savingParts of the bodySpecial daysFirst Aid (workshop)Equality - religion | AspirationsDifferent FamiliesEmotions & feelingsHealthy lifestylesKeeping safeManaging moneyMe and my communityParts of the bodyPeer influence & pressureSafe relationshipsSmokingWhere do things come fromFirst Aid (workshop)Equality – Age discrimination | AspirationsDrugs & alcoholFriendship & inclusionHealthy lifestylesIntroduction to puberty & growing upCommunity & shared responsibilityMedia & meMental HealthMoney & mePersuasion & pressureRights & responsibilitiesFirst Aid (workshop)Equality - Sex | Media & digital resilienceBeing left outDemocracyDrug educationFriendships & bullyingHealthy lifestylesMental health & wellbeingMoneyPersonal safetyPubertyRelationshipsSelf respect & personal goalsStereotypes & diversityAspirationsFirst Aid (workshop)Equality - Disability | Celebration & supporting each otherConflict resolutionDemocracyDrug educationFamily dynamicsHealthy lifestylesDigital resilienceMental health & online safetyMoney & meMoving onPersonal safety & FGMBullyingPuberty & relationshipsRelationshipsSex EducationFirst Aid (workshop)Equality - Sexuality |
| **PE** | **Gymnastics**:Flight (bouncing, jumping, landing)Points and PatchesRocking and Rolling**Games:**Large ball skillsThrowing, catching and aimingBat and ball skillsMedium and large ball skillsSkipping skills and healthy activity circuits**Dance:**Dance animalsDance performanceDance The seasons**Forest School** | **Gymnastics**:Pathways (straight, zig-zag, curving).Turning, spinning, twisting.Linking movements together**Games:**Throwing and catchingDeveloping dribbling, hitting and kickingMaking up own games using existing skills – focus on individual and partner gamesDeveloping skipping skills and healthy activity circuitsInventing games involving attacking and defending**Dance:**Dance performanceDance plantsDance starry skies**Athletics** | **Gymnastics**:Stretching, curling and archingSymmetry and asymmetryTravelling with a change of front and change of direction**Games**:Developing throwing and Catching skills.**Dance:**Dance performance Dance country dancingDance extreme earth**Develop basic skills**(Hockey)**Invasion Games**: Passing, Receiving and Ball Handling Skills(Netball)**Fitness and healthy lifestyles activities****Athletics:** Throwing, Jumping and RunningStriking & FieldingBuilding Cricket Skills (Cricket)**Orienteering****Team building games** | **Swimming****Gymnastics:**BalanceReceiving body weightRolling**Invasion Games:**Building passing, receiving & small games (basketball)Developing and building Football skills (football)Building dribbling passing & scoring skills with small games (tag rugby)**Fitness and healthy lifestyles activities****Dance:**Dance African danceDance Tudor danceDance Water dance**Athletics**Throwing, Jumping, Running**Developing Racket Skills –** Net/wall (tennis) | **Gymnastics:**BridgesSpinning and TurningFlight**Invasion:**Developing dribbling, passing & shooting skills with games (netball)Developing dribbling, passing & shooting skills with games (hockey)Developing rugby skills (tag rugby)**Dance:**Dance from around the worldGreek mythsEco dance**Athletics** -Throwing, Jumping and Running OAA**Fitness and healthy lifestyles activities** including leadership skills **Striking & Fielding**Developing cricket skills, game awareness and problem solving (cricket) | **Gymnastics:**Matching, Mirroring and ContrastingSynchronisation and CanonCounter-balance/tension**Invasion Games:**Developing dribbling, passing & shooting skills with games (basketball)Developing football skills (football)**Attacking and defending strategies** (Handball)**Athletics**Throwing, Jumping, Running**Dance:**ElectricityWW2Dance through the ages **OAA****Fitness and healthy lifestyles activities** including leadership skills**Net/Wall**:Developing 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 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  |