**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 & shape  poetry (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 Carle  The Jolly Postman at Christmas – Janet and Allen Ahlberg  Biscuit Bear – Mini Grey  Man on the Moon – Simon Bartram  No 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 Mayhew  Vlad and the Great Fire of London – Kate Cunningham | Escape from Pompeii- Christina Balit  Little People, Big Dreams – Mary Anning.  Tuesday – David Weisner  **Poetry:**  Poems to Perform- Julia Donaldson | The Village that Vanished- Ann Grifalconi  Curious About Crocodiles- Owen Davey  Romeo & Juliet - Shakespeare- Andrew Matthews  The Midnight Fair – Gideon Sterer  **Poetry:**  Werewolf Club Rules – Joseph Coelho  Stars with Flaming Tales – Valerie Bloom | The Adventures of Odysseus – Hugh Lupton  Street Child – Berlie Doherty  Floodland – Marcus Sedgwick  Journey – Aaron Becker  **Poetry:**  The Highwayman- Alfred Noyes  Scared – Neal Zellar & Joshua Seigal. | Letters from the Lighthouse – Emma Carroll  Shackleton’s Journey- William Gill  WW2 poetry (misc)  **Poetry:**  Benjamin Zephaniah – various. |
| **Reading Books:** | The Black Queen – Michael Morpurgo.  Book of Bones:10 Record Breaking Animals- Gabrielle Balkan  Ellie and the Cat – Malorie Blackman.  Stone Age Boy – Satoshi Kitamura | Planet Omar (Accidental Trouble Magnet) – Zanib Mian  The 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 Naidoo  The Boy at the Back of the Class – Onjali Q Rauf | A Kind of Spark – Elle McNicholl  Holes – Louis Sachar  The 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 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 | 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** – shape  Measurement – 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 – drummer  Mathematician – *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** | 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 |
| **Foundation Subjects** | | | | | | |
| **Subject:** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **History** | Changes in living memory  The first flight  Nurturing nurses | Fashion Designers  The Great Fire Of London  Local Study | 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 | **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**  Christmas  Easter  Jesus & friendship  Looking after the world  **Judaism**  Shabbat  Rosh Hashanah  Chanukah | Visit a synagogue  **Christianity**  Christmas  Easter - God gave Jesus the world  **Judaism**  Relationship with God  **Islam**  Praying - Hajj  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 (workshop)  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 (workshop)  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 (workshop)  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 (workshop)  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 (workshop)  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 (workshop)  Equality - Sexuality |
| **PE** | **Gymnastics**:  Flight (bouncing, jumping, landing)  Points and Patches  Rocking and Rolling  **Games:**  Large ball skills  Throwing, catching and aiming  Bat and ball skills  Medium and large ball skills  Skipping skills and healthy activity circuits  **Dance:**  Dance animals  Dance performance  Dance The seasons  **Forest School** | **Gymnastics**:  Pathways (straight, zig-zag, curving).  Turning, spinning, twisting.  Linking movements together  **Games:**  Throwing and catching  Developing dribbling, hitting and kicking  Making up own games using existing skills – focus on individual and partner games  Developing skipping skills and healthy activity circuits  Inventing games involving attacking and defending  **Dance:**  Dance performance  Dance plants  Dance starry skies  **Athletics** | **Gymnastics**:  Stretching, curling and arching  Symmetry and asymmetry  Travelling with a change of front and change of direction  **Games**:  Developing throwing and Catching skills.  **Dance:**  Dance performance  Dance country dancing  Dance extreme earth  **Develop basic skills**  (Hockey)  **Invasion Games**: Passing, Receiving and Ball Handling Skills  (Netball)  **Fitness and healthy lifestyles activities**  **Athletics:** Throwing, Jumping and Running  Striking & Fielding  Building Cricket Skills  (Cricket)  **Orienteering**  **Team building games** | **Swimming**  **Gymnastics:**  Balance  Receiving body weight  Rolling  **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 dance  Dance Tudor dance  Dance Water dance  **Athletics**  Throwing, Jumping, Running  **Developing Racket Skills –** Net/wall (tennis) | **Gymnastics:**  Bridges  Spinning and Turning  Flight  **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 world  Greek myths  Eco 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 Contrasting  Synchronisation and Canon  Counter-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:**  Electricity  WW2  Dance 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 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  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 |