ST MARGARET'S PREP

CALNE

Curriculum Map 2020/21

Kindergarten

Prime Areas

Personal, Social and Emotional Development	Making relationships	Children learn to play in a group. Children will initiate play and respond to what others are saying or doing. Children are encouraged to demonstrate friendly behaviour, initiate conversations and form good relationships with peers and familiar adults.
	Self-confidence and self-awareness	Children will be taught and encouraged to select and use resources and activities independently in the classroom. They will be encouraged to ask adults for help and to respond to praise positively. They will begin to understand motivational systems in the classrooms and the school (house stars, stickers, smiley faces). Children will be given the responsibility of carrying out small tasks independently. Children will be introduced to a range of social situations and will be expected to develop confidence when engaging with new or less familiar people. Children will be expected to take part in activities like Show and Tell and contribute to the 'Wow' board where they will communicate freely about home and community.
	Managing feelings and behaviour	Children will be shown through stories, role play, discussion and experience in a range of daily situations as appropriate, that some actions and words can hurt others' feelings. Children will also be taught to be aware of their own feelings. Through practical activities and games across all areas of learning children will take turns and share resources, and will learn that wishes may not always be met. Children experience a wide range of events and experiences through the school year (e.g. Mufti days) and will learn how to adapt their behaviour and accept change in routine.
Communication and Language	Listening and attention	Activities will be organized to enable children to listen to others one-to-one or in a small group when conversation interests them. Stories and rhyme will form focal parts of the Kindergarten routine. We will encourage the children to listen with increasing attention and to recall a story. They will be encouraged to join in with repeated refrains in a familiar story and to anticipate key events and phrases. Children will learn to follow directions and instructions as appropriate and to focus their attention.
	Understanding	Children will be shown how objects work and their purpose and should demonstrate their knowledge of this in daily tasks. They will be taught prepositions and will be given opportunities to use them in practical activities. Simple instructions will be given and children should be able to respond appropriately. They will be given the opportunity to understand 'why' and' how' questions.
	Speaking	Adults will model using complex sentences to link thoughts (e.g. and, because) and children will be encouraged to replicate this in their speech. Children will be encouraged to retell a simple past event in order. They should use speech to connect ideas and explain what is happening and anticipate what might happen next. They will be given opportunities to recall and relive past experiences in the role play area, during Show and Tell, and in small world play. Children will be taught to question why things happen and to give explanation. They should ask who, what, why, when and how. Children should use a range of tenses and intonation, rhythm and phrasing to make the meaning of their dialogue clear to others. They will use vocabulary focused on objects and people that are of particular importance to them. In their play they should be able to pretend that objects stand for something else.

Physical Development	Moving and handling	In class, out at play and during physical activity sessions children will be taught to move in a variety of ways. Additionally, they will draw lines and circles using gross motor movements and will be encouraged to hold a pencil between their thumb and two fingers, using good control. They will also earn to use tools and equipment with one hand as appropriate.	
	Health and self-care	Children will be encouraged to help themselves to snack and water in the classroom. They will be encouraged to be independent in toileting (support and help will be given where appropriate and we will work in partnership with parents to ensure that children grow in confidence in this area). Children are shown how to dress and undress independently and do up their coats before going outside.	
	PE	Autumn	Developing actions through striking activities, incorporating actions and techniques from football and hockey. Circle games. Developing an awareness of their bodies and spatial awareness. Dance – To encourage the children to express themselves through movement, both structured and creative.
		Spring	Developing simple linked actions, co-operating with a partner, bouncing a ball, passing a ball, good footwork, developing body control, ball skills and partner work. Linking the skills into rugby and netball type games. Gymnastics – The children will develop an understanding of what gymnastics is and the safety rules required. To learn to have control of the body maintaining good posture and core strength.
		Summer	Striking and fielding games using the basic principles of cricket and rounders. Athletics – To encourage competition. Developing running styles over a range of distances. Tackling obstacles and learning to handle with control differing types of equipment.
	Swimming	Autumn	Stroke development, water confidence, pool safety.
		Spring	Underwater swimming, floating, jumping, stroke development.
		Summer	Stroke development, distance swims.

Specific Areas

Literacy	Reading	Every day children will take part in adult led activities that teach rhyme, rhythm and alliteration. A wide range of stories and poems will be shared regularly both 1:1 and in a small group. They will learn to describe the main story setting, events and principal characters. They will be encouraged to show an interest in illustrations and print in books and the environment. The book corner is set up to ensure that the children can access books independently and children will be shown how to handle and use a book appropriately, knowing that information can be relayed in print, that print conveys meaning and that English is read from left to right & top to bottom.
	Writing	Children always have access to mark making in many forms including chalk, whiteboards, paints, pens, pencils and paintbrushes. They will begin to give meaning to the marks they make and to ascribe meaning to marks that they see in different places.
	Phonics	Throughout the Kindergarten year, children will take part in a daily phonics session following the Letters and Sounds programme. Children will develop their listening skills to lead into blending and segmenting words, and to support their development towards reading readiness.
Mathematics	Numbers	Through play children will be encouraged to use number names and number language spontaneously and should use some number names accurately. They will be shown that anything can be counted such as steps, claps, jumps and objects. Children will be taught to recite numbers to 10 in order. They will learn that numbers identify how many objects are in a set. They will be shown how to represent numbers using fingers, marks on paper or pictures. They will explore activities which involve matching numeral and quantity correctly and will be encouraged to show curiosity and share information about numbers. They will need to compare two groups of objects, saying when they have the same number. They will take part in number solving problems in day to day activities. The children will sort objects up to four different ways and will begin to recognize that the total is still the same.
	Shape, Space and Measure	Children will be encouraged to explore Shape in all its forms in play and in the Kindergarten environment. They should make arrangements with objects and begin to show an awareness of similarities of shapes. They will be encouraged to talk about shapes in the environment and to use shapes appropriately for tasks. They will be introduced to positional language.
Understanding the World	People and communities	Children should show an interest in the lives of people that are familiar to them, remembering and talking about significant events in their own experience. They will take part in and celebrate special times and events at home and at school, and will be supported to share these experiences with the class. They will be encouraged to show an interest in different occupations and ways of life through role play which is changed fortnightly, often following the children's interests. The children will begin to recognize some of the things that make them unique and talk about the similarities and differences in relation to their friends and family.
	The World	Children will start to comment and ask questions about their familiar world such as the place where they live or the natural world. They will talk about some of the natural things they observe, and develop an understanding of growth, decay and change over time. They will learn to show care and concern for living things and the environment. They will take part in cooking activities and have free and structured access to small world play.

	MFL – French	Autumn	Introduction to France and French Counting up to 10 Meeting and greeting people, courtesies Ask someone how he/she is feeling Say you are well/unwell Asking for someone's name and introducing oneself Simple classroom instructions Some animals Some vocabulary linked to the house 2 action verbs (I close/ I open) Some family members New language for songs and finger rhymes Christmas
		Spring	Counting up to 10 Continue to practise classroom instructions Talk about French food; use simple words for food Express some simple opinions Learn some key words about the life cycle of a butterfly Colours Actions verbs Say what actions I can do Understand and use Happy New Year La galette des rois The French flag Story: <u>La chenille qui fait des trous</u> (The Very Hungry Caterpillar) New language for songs and nursery rhymes Key words for Mother's Day and Easter
		Summer	Counting up to 10 (extension: numbers to 15) Continue to practise classroom instructions Ask what things are and respond Ask where things are and give a simple answer using 'here (is)' Reinforce colours Parts of the face Some vocabulary for fruits Some vocabulary for mini beasts Days of the week Some sports Story: Toutes les couleurs New language for songs and nursery rhymes
	Technology	Children will be taught to use simple equipment. They will explore with technological toys with knobs and pulleys or real objects such as cameras. They will explore how toys work by pressing parts or lifting flaps to achieve effects such as sounds, movements or new images. They will explore simple programs to improve mouse control and will explore age appropriate software across all areas of the curriculum. They will learn that information can be retrieved from computers.	
Expressive Arts and Design	Exploring and Using Media and Materials	Through a range of activities children will be encouraged to move rhythmically and to initiate movement in response to music. Through subject specialist sessions and in class children will learn to join in with favourite songs and rhymes; show an interest in the way instruments sound; respond to sound with body movements; learn to sing to themselves and make up simple songs; explore and learn how sounds can be changed; tap out and invent simple rhythms and develop dance and ring games. The children will learn about colour and how colour can be changed.	

		They will be taught that they can use lines to enclose a space and then begin to use these shapes to enclose objects. They will begin to be interested in and describe the texture of things. Construction will be available to children at all times inside and outside. They will be shown and encouraged to explore how to join construction pieces together to build and balance, to stack blocks vertically and horizontally, and to make enclosures and create spaces. In addition children will be shown how to use tools for a purpose.	
	Being Imaginative	Children will be encouraged to develop a preference for forms of expression. They will capture experiences and responses with a range of media such as music, dance, paint, and other materials. Adults act as role models encouraging the children to imitate what is observed and then do this spontaneously when the adult is not there – this will be particularly relevant in the role play area. Through devising their own role play areas they will engage in imaginative role play often based on their first hand experiences. In addition, using small world play, story sacks, the role play area and other resources in the classroom; children will create stories using props to support play.	
	Music	Autumn	Learning the routines of the Music Room, singing familiar and new songs and chants, exploring a range of instruments, responding to music through creative movement, developing rudimentary performance skills, following simple directions, taking turns, controlling sounds using IT.
		Spring & Summer	Joining in with favourite songs and rhymes; showing an interest in the way instruments sound; responding to sound with body movements; learning to sing to themselves and make up simple songs; exploring and learning how sounds can be changed; tapping out and inventing simple rhythms and developing dance and ring games.

Reception

The Reception classes follow a theme each term through which the whole curriculum is linked. The themes are; All about me, Favourite Stories and Our World.

Prime Areas

Personal, Social and Emotional Development	Making Relationships	Children are encouraged to play co-operatively and to take turns with others. They will discover how to take account of one another's ideas when organising their activity. They will be encouraged to show sensitivity to the needs and feelings of others and form positive relationships with adults and other children.
	Self-Confidence and self-awareness	Children are encouraged to try new activities with confidence and to say why they like some activities more than others. They will be given opportunities to speak in a familiar group, to talk about their ideas and to select the resources they need for chosen activities. They will be encouraged to say when they need help.
	Managing feelings and behaviour	Children will engage in different activities and opportunities where they can talk about how they and others show feelings. They will be encouraged to talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They will learn how to work as part of a group or class, and through positive behaviour management will understand and follow the class and school rules. With support, they will learn how to adjust their behaviour to different situations and how to take changes of routine in their stride.
Communication and Language	Listening and attention	Children will learn how to listen attentively in a range of situations. They will listen to stories and accurately anticipate key events. They will be taught how to respond to what they hear with a range of relevant comments, questions or actions. They will be shown how to listen to what others say and will be shown how to respond appropriately.
	Understanding	Children will be given instructions involving several ideas or actions and will be encouraged to follow them in a range of day to day situations. There will be opportunities provided which enable children to answer 'how' and 'why' questions about their experiences in response to stories and events.
	Speaking	Children will be taught to express themselves effectively, showing an awareness of the listeners' needs. They will use past, present and future forms accurately when talking about events that have happened or are about to happen in the future. They will be taught how to develop their own narratives and explanations by connecting ideas or events.
Physical Development	Moving and handling	Children will learn how to show good control and co-ordination in large and small movements. They will explore and find out how to move with confidence in a range of ways, safely negotiating space. They will be shown how to handle equipment and tools effectively, including pencils for writing.
	Health and self-care	Children will learn about the importance of physical exercise and a healthy diet. They will be given opportunities to talk about ways to keep healthy and safe. They will be shown and reminded how to manage their own basic hygiene and personal needs successfully, including dressing for physical activities and going to the toilet independently.

	PE	Autumn	Developing actions through striking and fielding activities, incorporating actions and techniques from football and hockey. Circle games. Developing an awareness of self and space. Dance – Let's Move.
		Spring	Developing simple linked actions, co-operating with a partner, bouncing a ball, using a bat, good footwork, developing body control, ball skills and partner work. Gymnastics
		Summer	Striking and fielding games. Athletics – race preparation for EYFS Sports Day. Athletic activities of running, jumping and throwing; moving through, under, over and around obstacles. Teamwork and participation.
	Swimming	Autumn	Stroke development, water confidence, water entry.
		Spring	Underwater swimming, floating, jumping, stroke development.
		Summer	Stroke development, distance swims.

Specific Areas

Literacy	Reading	Children will begin to read and understand simple sentences. They will use phonic knowledge to decode regular words and read them aloud accurately. They will learn how to read some common irregular words. They will demonstrate understanding when talking to others about what they have read.
	Writing	Children will learn how to use their phonic knowledge to write words in ways which match their spoken sounds. They will learn how to write some irregular common words and begin to write simple sentences which they and others can read – some words will be spelt correctly and others will be phonetically plausible.
	Phonics	The Letters and Sounds programme provides a daily phonics session. Children will learn to recognise the individual letter sounds using actions and songs, and will learn to blend sounds together to read words. Children will learn to segment words for spelling and writing.
Mathematics	Numbers	Children will be taught to count reliably with numbers from 0–20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they will be shown how to add and subtract two single-digit numbers and count on or back to find the answer. They will be encouraged to solve problems, including doubling, halving and sharing.
	Shape, Space and Measure	Through a wide range of practical activities, children will be taught to use every day language to talk about size, weight, capacity, position, distance, time and money; to compare quantities and objects; and to solve problems. They will be shown how to recognise, create and describe patterns. They will be encouraged to explore the characteristics of everyday objects and shapes and will be taught the mathematical language to describe them.

Understanding the World	People and Communities	Children will be encouraged to talk about past and present events in their own lives and in those of family members. They will learn that other children don't always enjoy the same things as them and that they should be sensitive to this. They will learn about similarities and differences between themselves and others, and among families, communities and traditions. We will explore different festivals and celebrations including each child's birthday.	
	The World	Children will learn through practical activities about similarities and differences in relation to places, objects, materials and living things. They will be encouraged to talk about the features of their own immediate environment and how environments might vary from one another. They will make observations of animals and plants, and will be able to explore and then explain why some things occur, and talk about changes. To enhance their learning they explore the school garden, wildlife area and courtyard classroom. Once a week the children attend EcoOL school sessions at a local woodland site. They engage in a range of activities to consolidate their understanding of the world, whilst developing their Effective Learning Skills.	
	MFL – French	Autumn	Key facts on France and its culture Revision: greeting people, courtesies and simple instructions Count up to 15 Ask for someone's age and say your age Means of transport Reinforce colours Say how you go to school The seasons & some simple key phrases on the weather Rooms in the house Talk about what is in the garden (animals and vegetation) Stories: Maman and Mon Bus Christmas New language for songs and nursery rhymes
		Spring	Happy New Year and New Year celebrations Numbers up to 15 (extension: numbers to 20) A bit about myself (name and age) Some words for food and drink Days of the week Some parts of the face and body Some animals Ask for something; ask where something is and respond Some actions words. Use "I can" with action words Story : Le roi, sa femme et le petit prince Learn language for new songs and rhymes Easter
		Summer	Numbers 1-20 Likes and dislikes Farm & zoo animals/animal noises in French Some adjectives of size (to describe animals) Some places in town Say what there is/ isn't in the zoo / town… Ask for and giving simple directions to a place Say if something is beautiful or ugly Stories: Cher zoo (Dear zoo) and Ours brun dis-moi (Brown Bear, Brown Bear, What Do You See?) Learn language for new songs and rhymes

	Technology	Through exploration of various forms of technology in the classroom, the school and the world around them, children will learn that a range of technology is used in different places. They will be taught various skills throughout the year so that they will be able to select and use technology for particular purposes.	
	Computing	Autumn	Introduction to technology and computers in the classroom and Computer Suite. Basic mouse/keyboard skills. Using paint/publishing program. Focus on Digital Media: mobile devices. Sound and video.
		Spring	Introduction to websites. Impact of IT at home. Desktop publishing. Programming and control. Video technology.
		Summer	Programming and control. Graphical representation. Reinforcement and development of previous skills.
Expressive Arts and Design	Exploring and using media and materials	Children will sing songs, make music and dance, and experiment with ways of changing them. They will explore instrumental playing. They will safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	
	Being imaginative	Children will use what they have learned about media and materials in original ways, thinking about uses and purposes. They will represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	
	Music	Autumn	Let's Explore... Timbre Let's Explore...Pulse
		Spring	Let's Explore...High and Low Let's Explore...Fast and Slow
		Summer	Let's Explore...Loud and Quiet Let's Explore …Texture and Structure

Pre-Prep

		Y1	Y2
ENGLISH	Au	Stories with familiar settings Recounts Stories about fantasy worlds Poems on a theme **Grammar & Punctuation:** Making and sequencing sentences; conjunction *and;* capital letters for names and personal pronoun *I;* capital letters and full stops	Stories with familiar settings Instructions Poetry – Really Looking News reports Recounts **Grammar & Punctuation:** Subordination and coordination using conjunctions; secure use of capital letters, full stops, question marks and exclamation marks
	Sp	Dictionary work Stories and poems from other cultures Instructions Recounts **Grammar & Punctuation:** Subordination and coordination using conjunctions *because, or, but, so*	Traditional Tales Non-chronological reports Stories and poems from other cultures **Grammar & Punctuation:** Expanding noun phrases for description; present tense; commas in a list
	Su	Poetry – Using the Senses Traditional and fairy tales Poetry – Pattern and Rhyme Recounts **Grammar & Punctuation:** Question marks and exclamation marks	Extended stories by the same author Information texts Poetry – Silly Stuff **Grammar & Punctuation:** Sentences with different forms; correct choice of past and present tense; progressive verbs
		Spoken Language and Reading are on-going. Spelling to be taught through Letters and Sounds phases, and No Nonsense Spelling Grammar & Punctuation on-going once introduced	
MATHEMATICS	Au	Count, read and write numbers to 20 in numerals and words Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Know that + and – are inverse operations. +/- to 10. Identify and represent numbers using concrete objects and pictorial representations including the number line To learn the appropriate positional language (ordinal numbers) for up to 10 positions Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9 Place Value of tens and ones Describe position, directions and movements	Read and write numbers from 1 to 100 in words Partition numbers in different ways (e.g. 23 = 20 + 3 and 23 = 10 + 13) to support subtraction Numbers can be added and multiplied in any order (associative rule) Know that multiplying and dividing are inverse calculations Share/divide by 2, 5 and 10 Place value of hundreds, tens and ones Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Column addition and subtraction to two digits Calculate and write mathematical statements for multiplication and division To use appropriate language

MATHEMATICS	Sp	Number Bonds within 40 Recognise, describe and name common 2-D and 3-D shapes Measure and begin to record: lengths and heights Use comparative language +/- to 20 To use and apply number bonds and visual representations to solve word problems To identify equal groupings as the first step in multiplying	To use all four operations to solve word problems To be able to read and interpret a picture graph with confidence Choose and use appropriate standard units to estimate and measure: length/height/mass /temperature Read relevant scales to the nearest numbered unit Use mathematical vocabulary to describe position, direction and movement to include programming robots using instructions given in right angles Revise names and properties of common 2-D and 3-D shapes Solve simple problems in a practical context involving addition and subtraction of money including giving change
	Su	Count on or back in twos or tens from any number up to and across 100 Recognise and know money Count in 2s and 10s from zero and make connections Recognise and extend simple patterns Count, read and write numbers to 100 in numerals and 1-20 in words Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays Language of time and associated sequencing Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a half and quarter Tell the time to the hour, half past, and quarter past/to the hour Measure and begin to record: mass/weight; capacity and volume; time	Count in fractions up to 10, starting from any number and using the $^1/_2$ and $^2/_4$ equivalence on the number line To compare and order fractions with different denominators Write simple fractions e.g. $^1/_2$ of 6 = 3 and recognise equivalence Choose and use appropriate standard units to estimate and measure: volume Recognise, find, name and write fractions $^1/_3$, $^1/_4$, $^2/_4$ and $^3/_4$ of a length, shape, set of objects or quantity Tell and write the time to five minutes (linking to the 5 times table) Understand and use the connection between the units of time: seconds, minutes, hours, days, weeks To understand > and < symbols and answer problems accurately
	Only new concepts are mentioned in the curriculum map. Clearly the learning of Mathematics is an iterative process and concepts will be reinforced at later points having first been introduced in the year group and term above. Mathematical vocabulary is introduced at age appropriate times and is consolidated and developed throughout the Key Stage.		
SCIENCE	Au	Seasonal Change (ongoing) Animals, including Humans – human body/senses Light – sources of Light	Animals, including Humans – human growth, nutrition and exercise Electricity – the power of electricity
	Sp	Animals, including humans – types of animals Everyday Materials – identifying, comparing and describing	Uses of Everyday Materials – identify and compare materials Forces – forces and movement

SCIENCE	Su	Plants – identifying and classifying	Plants – germination, growth and survival Living Things and their Habitats – plants and animals depend on each other
	Working scientifically: Scientific enquiry, method and skills are developed throughout the teaching of the Science curriculum. The knowledge and spelling of specific scientific vocabulary (at a level consistent with word reading and spelling knowledge) is introduced, consolidated and developed throughout the Key Stage. Reference to influential scientists is made throughout as appropriate.		
D&T	Au	**<u>Cooking and Nutrition</u> – Fruit and veg** Importance of healthy eating Combining ingredients Cleaning, peeling, cutting, slicing and grating	**<u>Structures</u> – Frameworks** Stability Support loads Identify an intended user
	Sp	**<u>Mechanisms –</u> Levers** Joining Materials Attaching a mechanism to a structure	**<u>Textiles –</u> Joining Techniques** Stitching & joining techniques Marking, cutting & Joining fabrics
	Su	**<u>Structures</u> – Buildings** Make structures stronger and more stable Explaining choice of materials Understand design features	**<u>Mechanisms –</u> Wheels and axles** Joining sheet and reclaimed materials. Types of moving Axels Types of wheels/tyres Making a Chassis
	Cooking and Nutrition – throughout the year A healthy diet Where does food come from?		
COMPUTING	Au	**Using Technology** – assembling and formatting text Information around us (Sound) **Programming and Control** – using basic apps and programs **Creating and Publishing** – introduction to Desk Top Publishing	**Creating and Publishing** – creating pictures, looking at the work of artists such as Mondrian **Using Technology** – Touch Typing (Introduction) **Programming and Control** – understanding instructions and making things happen **Software** - BeeBots
	Sp	**Programming and Control** – understanding instructions and making things happen (BeeBots/ Roamer) **Using Data** – the information around us, representing information graphically **Software** – Purple Mash	**Using Technology** – communicating information by text **Creating and Publishing** – Desk Top Publishing/greeting card **Programming and Control** – introduction to LOGO
	Su	**Creating and Publishing** – drawing and painting **Using Technology** – using a camera Programming and Control – understanding instructions and making things happen (BeeBots/Roamer)	**Using Data** – questions and answers – introduction to binary/graph work and database **Programming and Control** – understanding instructions and making things happen **Software** – Roamer, SCRATCH JR
	e-Safety is taught throughout the year		

HISTORY	Au	**Famous People : Brunel and Emily Davison** To research the life of Brunel; what was significant about his ships, railways and bridges? Who was Emily Davison? What were suffragettes and what did they stand for?	**Sevington School Fieldwork Study**
	Sp	**Change within living memory - Explorers** **Neil Armstrong and Scott of the Antarctic** – To compare the lives of significant individuals who have contributed to national and international achievements	**Famous people –** Lives of significant individuals who have contributed to national and international achievements **Thomas Edison and Edward Jenner, Florence Nightingale, Mary Seacole and Edith Cavell** – To compare aspects of lives of individuals in different periods
	Su	**Castles** – changes beyond living memory **William the Conqueror** – Lives of significant individuals who have contributed to national and international achievements	**Great Fire of London** – Events beyond living memory that are significant nationally Characteristics of the Stuart era, the monarchs and the importance of London. Events leading to, during and after the Great Fire
	Whole School Victorians 'mastery' theme: Who were the Victorians and when did they live? What was life like for poor children in the 1840s? Who helped to improve the lives of Victorian children? What was it like going to school at the end of the nineteenth century? Skills and concepts for History include: specialised vocabulary and terminology; historical research and enquiry; developing chronological awareness.		
GEOGRAPHY	Au	What is the geography of where I live?	Why does it matter where my food comes from?
	Sp	How does the weather affect our lives?	How does the geography of Japan compare to the geography of where I live?
	Su	Why do we love being beside the sea so much?	Why don't penguins need to fly?
	Geographical enquiry, method and skills are developed throughout the teaching of the Geography curriculum. Physical, Human and Environmental aspects are taught both within the classroom, St Margaret's grounds and during fieldwork. Enquiry skills include: identification, location, description, observation, comparison and contrasting, reasoning, measuring, recording, presenting, understanding, explanation, concluding, judgement, application, evaluation, reflection, critique and hypothesis. A variety of appropriate field trips also occur throughout the two years.		

ART & DESIGN	Au	**Observational portraits** Portrait Gallery Portraits by famous artists Self-portraits using pencil, charcoal, graphite and mirrors Investigate different mark-making techniques using pencil, graphite and charcoal Colour mixing Seasonal art	**Experimenting with a viewfinder to record ideas using a variety of methods including photography and collage** Exploring ways of making marks with charcoal, graphite and pencils. Sketching and observational drawing Photography and digital media painting – using ICT Extending an image using sketching techniques and a choice of media
	Sp	**Investigating materials, looms and basic weaving techniques** Make simple weavings using strips of paper Extend skills to create a 2D weaving using a variety of found materials	**Exploring shape and pattern in the environment** Printing with 'found' materials Investigate patterns and textiles from other cultures Experiment with tie dye and batik techniques
	Su	**Exploring texture in sculpture and paint.** Investigate sculpture forms Create a 3D sculpture in natural materials Investigate the use of texture in paint Look at how Van Gogh created texture in his paintings Painting on different surfaces such as shells and rocks	**Exploring line, shape, colour and texture in natural forms** Investigate Archimboldo's work Explore natural objects to create pictures, collages and 3D displays Make rubbings and prints Explore unconventional looms and create 3D weavings using a variety of found materials
MUSIC	Au	**Pitch and Pulse** Listen to and talk about the tempo and pitch of music both live and recorded Learn about relationship between size and pitch in instruments Begin to move, sing and play within the pulse in dance and instrumental accompaniments Learn to sing with increasing control of pitch, pulse and rhythm	**Pulse and Rhythm, Performance Skills** Listen attentively to and play instruments, with increasing control of technique pulse and rhythm Introduce simple notes and rest durations in grid and staff notation Play and sing with increasing accuracy from graphic notations and by copying aural cues Develop singing and movement skills to enhance expressive performance

MUSIC	Sp	**Long and Short, Timbre** Listen with concentration and discuss the timbre and duration patterns of live and recorded music Explore and describe body percussion sounds and a range of instrumental sounds, playing musically and creatively Learn some names of key instruments Create, notate and perform patterns of long and short sounds	**Pitch, Loud and Quiet** Introduce staff notation for note pitch Play and sing from simple step and leap notation patterns and perform note recognition exercises Identify and control sudden and gradual changes of volume Learn about the history of the recorder; listen to/ watch high quality live and recorded recorder music from baroque to contemporary times Begin Recorder Karate programme; learn to care for, hold, blow, finger and tongue the recorder
	Su	**Loud and Quiet, Patterns (Structure)** Play a range of instruments and sing expressively by controlling volume carefully Play and sing by copying, improvising and from simple notation Listen with concentration and understanding to a wider range of high-quality live and recorded music Select and combine patterns of sound in simple structures	**Introduction to Recorder Technique** **Composition Soundscapes (Texture, Timbre, Structure)** Continue Recorder Karate programme; learn to play B, A and G correctly by ear and from notation Create a group composition in ternary form incorporating a range of timbres and textures; notate it in a graphic score and perform it as an ensemble Sing solo and as an ensemble
	Throughout the year: Use voices expressively and creatively by singing songs (in unison and two parts) and speaking charts and rhymes regularly. Play tuned and untuned instruments musically from simple notations. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.		
PHYSICAL	Au	<u>Hockey:</u> dribbling, receiving and sending the ball. <u>Football:</u> dribbling, receiving and passing the ball <u>Dance:</u> music and movement, gesture and stillness, travel, jump, turn <u>Swimming:</u> water safety, water entry, stroke development focusing on technique	<u>Football:</u> dribbling, receiving and passing the ball, dodging <u>Hockey:</u> dribbling, receiving and sending the ball <u>Dance:</u> music and movement, expression, including mood, and composition <u>Swimming:</u> stroke development in all 4 areas.

EDUCATION	Sp	Rugby: carrying, passing and receiving the ball Ball Skills: rolling, throwing, receiving, catching and bouncing, as individuals and in small games Gym: movement and directions. Use of small apparatus. Swimming: water confidence, aquatic skills, stroke development, sculling	Rugby: carrying, passing and receiving the ball Ball Skills: bouncing, catching, receiving, sending and shooting with hands and a racket in pairs and playing small games Gym: movement, balance, expression. Use of small apparatus Swimming: aquatic skills, personal survival, sculling, stroke awareness
	Su	Starting games: bowling, catching, aiming and fielding incorporating aspects of cricket, tennis, rounders Athletics: running, jumping, throwing Swimming: races, distances, stroke development	Starting games: bowling, catching, aiming to space, fielding incorporating aspects of cricket, tennis, rounders Athletics: running, jumping, throwing Swimming: stroke development, distances and times
PSHEE	Au	School Rules/Class Charter Keeping clean and healthy. Growing and changing – physical similarities and differences	School Rules/Class Charter Healthy Eating Caring for friends and family Pocket money – spend or save?
	Sp	Special people Recognising feelings. Keeping safe – things/people/places/secrets	Growing and changing – developing a positive self-image. Road/fire/home/personal safety.
	Su	Relationships – listening to others Keeping safe – medicines What is money used for?	Dealing with feelings Drug awareness – substances in the home Awareness and Respect
MFL	Au	French: Numbers up to 20 Meeting new people, introductions and greetings Ask someone how he/she is feeling Say you are well/unwell Language for toys Autumn related vocabulary (autumn crops) Weather expressions in autumn 'Please' and 'thank you' Some key expressions for actions Some words for classroom objects and equipment Ask where things are and respond Say what is /isn't in the classroom Ask for something Respond to simple classroom instructions Christmas and Christmas related vocabulary Learn language for new songs and rhymes	French: Count from 1 to 30 and in tens to 60 Revise meeting new people, introductions (name and age) Ask where people or animals live and respond Examples of habitat Learn some key phrases to buy clothes Say that something is too big, too small or that it fits properly Some farm animals Learn the words for 'farmer' and 'farmer's wife' Learn key expressions for 'I see', 'I hear', 'I smell' Ask if someone likes something and respond Ask someone to come and play Some rooms and parts of the house Story : Les trois petits cochons (The three little pigs) Learn language for new songs and rhymes

MFL	Sp	French: The New Year Reinforce numbers up to 20 Some words for food and drinks Vocabulary for meals Say you are hungry Say if you want more food Say 'please', thank you', 'no, thank you' Give some simple opinions on the food Some key phrases on daily routine Say some simple times (with o'clock) Members of the family Some words for garden crops Story: Le gros navet (The gigantic turnip) Easter and Easter related vocabulary Learn language for new songs and rhymes	French: Count from 1 to 30 and in tens to 60 Revise and extend words for fruits and vegetables Ask people for their opinion on fruits and vegetables Express your opinions on fruits and vegetables Understand a conversation at the market Adapt and take part in a role-play at the market Ask how much something is and know about the euro Key words related to art Reinforce colours Some basic shapes Say what you see using 'I see' and 'there is' Reinforce likes and dislikes and justify opinions Learn language for new songs and rhymes
	Su	French: Count up to 20 Members of the family Some words for parts of the body Ask what something is and respond Some words for clothes Understand and use words for 'little' and 'big' Some words for musical instruments Say whether you play an instrument or not Express simple opinions Ask where something is and respond Some simple prepositions Some rooms in the house Story: Le Petit Chaperon Rouge (Little red riding hood) Learn language for new songs and rhymes	French: Count up to 69 Some natural habitats Ask where the frog is and respond Some wild animals Say 'I hear' and 'I see' Reinforce members of the family Reinforce 'big', 'small' Say 'it is too… hot/salty/sweet/hard/soft/perfect' Say some action verbs in the past 'someone tasted/touched/shouted' Stories: La grenouille à grande bouche (The frog with the big mouth) and Boucle d'or et les trois ours (Goldilocks and the three bears) Learn language for new songs and rhymes
RE	Au	Christianity: What do Christians believe about God? Special people – Jesus	Christianity: Special books – The Bible. Special teachings – friendship/Christmas.
	Sp	Christianity: Special places – Church (comparison with Mosque & Synagogue) Special celebrations – Easter	Christianity: Leaders in the Bible Belonging to a community: Hinduism, Sikhism and Buddhism
	Su	Islam: What do Muslims believe about God? Christianity: Communication through prayer (link to Islam and Judaism)	Islam: Special places – The Mosque Special people – Muhammad (pbuh)

Prep

		Y3	Y4
ENGLISH	Au	Stories with familiar settings Poems based on observation and senses Report writing Shape poems and calligrams Instructions **Grammar & Punctuation:** expressing time and cause using conjunctions or prepositions; headings and subheadings for presentation; introduce inverted commas for speech	Stories with historical settings Stories set in imaginary worlds Newspaper recounts Poetry – Creating Images **Grammar & Punctuation:** difference between plurals and possessive – s; Standard English; determiners, possessive pronouns and adverbials.
	Sp	Parables and Fables Myths and Legends Dialogue and plays Performance poetry from different cultures Letters **Grammar & Punctuation:** introduction to paragraphs; expressing time and cause using adverbs; determiners with a vowel.	Stories from other cultures Plays Information texts Explanation texts **Grammar & Punctuation: e**xpanding noun phrases with adjectives; pronouns; secure use of inverted commas for speech; apostrophe for possession
	Su	Adventure and mystery stories Poems that play with language Dictionaries and encyclopaedias Stories by the same author **Grammar & Punctuation:** present perfect form of verbs; word families	Stories which raise dilemmas/issues Persuasive texts Poetry - exploring form **Grammar & Punctuation:** fronted adverbials with commas; paragraphs
	Spoken Language, Reading, and Comprehension are on-going. Spelling patterns appropriate to age and ability; to include prefixes, suffixes, word endings, plurals, contractions, homophones and high frequency words. Grammar & Punctuation are on-going once introduced.		
MATHEMATICS	Au	Place Value up to thousands Read and write numbers to at least 1000 in numerals and in words Order numbers to 1000 counting on or back in ones, tens or hundreds to include negative numbers Count from zero in multiples of 25 up to 1000 Add and subtract numbers mentally, including; a three-digit number and ones, tens or thousands Formal columnar paper methods for +/- to 1000 Multiply a three-digit number by a single digit number on paper Solve problems, including missing number problems, involving multiplication and division To multiply with regrouping To use long division to divide To solve word problems that involve multiplication and division To understand simple division of a 2-digit number by a 1-digit number	Place Value to 10, 000 Formal paper methods for +/- to 10000 with up to three decimal places Round any number to the nearest 10, 100 or 1000 and decimals to the nearest whole number Multiply numbers up to four digits by a two-digit number on paper Identify multiples and factors including finding all the factor pairs of a number To solve problems involving multiplication and division To make number patterns To round numbers to the nearest 1000 To +/- with and without renaming

MATHEMATICS	Sp	Tell and write the time from an analogue clock using 12-hour and 24-hour clocks To name amounts of money including coins above 100p To add amounts of money together using different methods; to consolidate the addition of pounds and pence separately To use multiple methods for subtracting amounts of money, including concrete materials and the column method To solve word problems involving money using bar modelling as the key strategy Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) To convert between metres, centimetres and kilometres Draw and measure straight lines in centimetres and millimetres	Divide numbers up to 4 digits by a one-digit number using the efficient written method of short division and interpret remainders appropriately for the context To solve multiplication and division word problems (multi-step) To multiply 3-digit numbers Understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths Order numbers with up to 3 decimal places Recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule Equivalent fractions, mixed numbers and improper fractions Add and subtract fractions with the same denominator involving mixed numbers Recognise and write fraction/decimal equivalents to quarters, tenths, hundredths and fifths To draw and read bar and picture graphs Construct and interpret simple line graphs, particularly showing change over time Read, write and convert time between analogue and digital 12 and 24-hour clocks To convert between minutes and seconds, minutes and hours To compare and order decimal numbers To record in tenths and hundredths To round decimal numbers Solve simple measure and money problems involving fractions and decimals

	Su	Identify horizontal, vertical, perpendicular and parallel lines in relation to other lines Identify lines of symmetry in 2D shapes presented in different orientations Measure the perimeter of simple 2D shapes To determine the perimeter of basic shapes; to use grid paper to measure the perimeter of a shape Recognise angles as a property of shape and associate angles with turning; introduce the terms acute and obtuse for angles greater or lesser than a right angle Interpret and present data using bar charts, pictograms and tables, including use of simple scales Create and interpret Venn and Carroll diagrams Place value of tenths, hundredths and thousandths and their decimal fraction representation Recognise and write decimal/fraction equivalents of any number of tenths or hundredths Recognise, find and write fractions of a discrete set of objects Recognise and use fractions as numbers Recognise and show, using diagrams, equivalent fractions Add and subtract fractions with the same denominator within one whole Compare and order unit fractions and fractions with the same denominators	Describe positions on a 2D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete a given polygon Compare and classify geometric shapes, including naming all quadrilaterals and triangles, based on their numbers of pairs parallel lines, (right) angles, same length sides and lines of symmetry Recognise and use the eight main points of the compass Know angles are measured in degrees; estimate and measure them and draw a given angle, writing its size in degrees (°) Find perimeters and areas of rectangles Convert between metric units of measure including use of decimals To write Roman numerals to 100 To record and compare amounts and estimate amounts of money To round to the nearest pound and solve money problems
	Only new concepts are mentioned in the curriculum map. Clearly the learning of Mathematics is an iterative process and concepts will be reinforced at later points having first been introduced in the year group and term above. Mathematical vocabulary is introduced at age appropriate times and will be consolidated and developed throughout the Key Stage.		

SCIENCE	Au	Forces and Magnets – observing magnetic forces Everyday Materials - thermal insulators/ keeping warm-	Living Things and their Habitats - keys and feeding relationships Humans and other Animals – the heart, digestion and teeth
	Sp	Animals including Humans – nutrition, skeleton and muscles Rocks and Soils	States of Matter – changing states and the Water Cycle
	Su	Plants – life processes, structure and function of a flowering plant Light and Shadows	Electricity – series circuits Sound - vibration, pitch and strength
	Working scientifically: **S**cientific enquiry, method and skills are developed throughout the teaching of the Science curriculum. The knowledge and spelling of specific scientific vocabulary (at a level consistent with word reading and spelling knowledge) is introduced, consolidated and developed throughout the Key Stage. Reference to influential scientists is made throughout as appropriate.		
D&T	Au	**<u>Mechanical control</u> - pneumatics & levers** Controlling movement Joining materials Skills in working as part of a team	**<u>Textiles</u> - Fabric Containers** Designing for different purposes and users Pattern templates Reinforce fabrics Fastenings & Decorative techniques
	Sp	**<u>Structures</u> - Packaging** Strengthening sheet materials Graphic communication techniques	**<u>Cooking and Nutrition</u>** Cleaning, peeling, cutting, slicing and grating Combining ingredients/effects of heating and cooling
	Su	**<u>Cooking and Nutrition</u> - combine ingredients for a purpose** Food preparation techniques Combining flavours Healthy choices	**<u>Electrical control</u> - Simple electrical system** Apply knowledge of circuits in a purposeful way Control using a switch Identify needs of the chosen user
		Cooking and nutrition – throughout the year A healthy varied diet, Preparation and Cooking techniques, Seasonality	
COMPUTING	Au	**Using Data –** introduction to databases software: Junior Viewpoint **Programming and Control –** introduction to SCRATCH **Using Technology** - touch-typing ongoing throughout the year	**Using Data –** branching databases **Programming and Control** – using basic apps and programs SCRATCH **Using Technology** - touch-typing ongoing throughout the year

COMPUTING	Sp	**Digital Media** – introduction to 'Garage Band' Exploration and familiarisation of tools Green Screen/iMovie	**Using Data** – collecting and presenting information: questionnaires and pie charts **Programming and Control –** 'SuperLogo', Screen Turtle
	Su	**Using Technology** – E-mail **Creating and Publishing** – developing images using repeating patterns	**Creating and Publishing** – multimedia presentation **Digital Media** – Green Screen/iMovie
	Touch Typing and e-Safety taught throughout the Year		
HISTORY	Au	**Pre-History – Early Britons and Celts** What evidence exists and how we quantify it How the Stone Age developed into the Iron Age with advances in tools Avebury Fieldwork Study	**The Saxons and Vikings** The fall of the Roman Empire; the Saxons and the Scots; aspects of their daily life, clothing, religion and key British figures – Alfred the Great, Athelstan, Edward the Confessor
	Sp	**The Romans** How and why the Celtic Age came to an end The development of the Roman Empire – to include the army, roads, country life, living and religion	
	Su	**Local Historical Study – Calne** Cultural and historical links of the Harris Factory Key local historical figures and their legacy Calne Fieldwork Study	**Broader History – Ancient Greece** Life in Ancient Greece, its continuing legacy and historical significance. The distinctiveness of its civilisation and where it fits in the broader chronological framework
	Whole School Victorians 'mastery' theme: Year 3: Victorian life in our locality; how life changed in Victorian Britain; how children were used as workers in agriculture. Year 4: The Industrial Revolution; how children were used as workers in factories; famous Victorian inventors. Skills and concepts for History include: specialised vocabulary and terminology; historical research and enquiry; improving chronological awareness.		

GEOGRAPHY	Au	Why do some earthquakes cause more damage than others?	Beyond the Magic Kingdom – North America/Florida
	Sp	UK Region: Wales – Caerleon/Newport (link to History)	How can we live sustainably? Eco Schools Award audit
	Su	How and why is my local area changing?	Why are jungles so wet and deserts so dry?
	Geographical enquiry, method and skills are developed throughout the teaching of the Geography curriculum. Physical, Human and Environmental aspects are taught at school and during fieldwork. Enquiry skills include: identification, location, description, observation, comparison and contrasting, reasoning, measuring, recording, presenting, understanding, explanation, concluding, judgement, application, evaluation, reflection, critique and hypothesis. Continent studies include: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, land use, economic activity, trade and natural resources. A variety of appropriate field trips also occur throughout the two years.		
ART & DESIGN	Au	**Exploring colour and tone** Wash techniques and blending paint Painting watercolours, and exploring how Turner used light Painting to music	**Texture in paint** Look at the work of artists (Munch, Van Gogh etc.) who create 'mood' with texture Experiment with textured paints and mark-making materials to create a textured painting based on the work of the artists studied
	Sp	**Mosaics and collage** Explore mosaic techniques in paper and other media Design and create a mosaic	**People in Motion** Explore and draw body movements Convey movement in a piece of 3D work
	Su	**Sculpture** Look at examples of local and national sculpture through history Plan and make a small scale sculpture	**Investigating pattern** Experimenting with positive and negative repeating patterns Learn to cut stencils and stipple Block printing

MUSIC	Au	Part-singing techniques Exploring ways of listening to music (BBC Ten Pieces) Composition - exploring and using the pentatonic scale (Chinese Dragon music) Improvise and notated recorder work (Recorder Karate) Rhythm games, movement and patterns Musical Theatre skills	Part-singing techniques Djembe drumming – history and skills Understanding scales and intervals Improvise and notated recorder work (Recorder Karate) Musical theatre skills – solo and ensemble
	Sp	Part-singing Music theatre skills – pantomime Body percussion – layers and ostinati Creating and notating a class arrangement Improvise and notated recorder work (Recorder Karate)	Part-singing Musical Theatre skills – solo and ensemble Percussion ensemble performance (patterns and structures) Improvised and notated recorder work (Recorder Karate)
	Su	Grade 1 Aural Music history and genres – telling a story through music (BBC Ten Pieces) Composing music for a purpose – radio jingles Playing and singing (solo and ensemble) musically from notation (Recorder Karate)	Grade 2 Aural Exploring programme music through history (BBC Ten Pieces) Musical signals Composing music for a purpose – raps with a message Playing and singing (solo and ensemble) musically from notation (Recorder Karate)
	Continuous across the Prep Department: Learn to sing and play musically with increasing confidence and control. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Learn to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand the staff and other musical notations. Appreciate and understand a wide range of high quality, live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music		

PHYSICAL EDUCATION	Au	Girls - Hockey: travelling with ball, sending, receiving, shooting, small-sided games Boys - Rugby: passing, carrying, dodge and tackle, one to one and small groups. All - Cross-Country Dance: expression, body and spatial awareness Gym: travelling using small apparatus Swimming: development of all 4 strokes	Girls - Hockey: travelling with ball, sending, receiving, shooting, intro to 7-aside games Boys - Rugby: apply speed and direction to passing and dodging to create space, outwit opponents and attack and defend as a team All - Cross-Country Dance: development of themes and use of music Gym: use of apparatus using rotation Swimming: development of all 4 strokes
	Sp	Girls - Netball: receiving, sending the ball, footwork, simple techniques, small sided games Boys - Hockey: travelling with ball, sending, receiving, shooting, small-sided games Health Related Fitness: speed, stamina and jumping skills Swimming: personal water safety, surface dives, underwater swim, collecting objects, sculling	Girls - Netball: travelling, balance, passing and receiving the ball, dodging, teamwork Boys - Hockey: travelling with ball, sending, receiving, shooting, intro to 7-aside games Health Related Fitness: speed, stamina and jumping skills Swimming: personal survival, surface dives, underwater swim, collecting objects, sculling
	Su	Rounders/Cricket: catching, throwing, batting, bowling, aiming, fielding Athletics: running 60m & 200m, jumping, throwing Tennis: forehand, backhand, volley service, small games Swimming: diving, small races, timed swims, forward rolls	Rounders/Cricket: catching, throwing, batting, bowling, aiming, fielding Athletics: speed work - 60m, distance work - 200m, jumping, throwing Tennis: serve, volley, forehand, backhand, small games Swimming: diving, races, timed swims, tumble turns, competitions
	Matches with other schools take place throughout the year.		
PSHEE	Au	Rules/Class Charter Friends & family – positive relationships Awareness of other people's feelings Drugs that help us – medicines at school and home	Rules/Class Charter Caring for the environment – vandalism (link to Science) Respecting different views and beliefs (link with RE) Money/budgeting
	Sp	Growing and changing – personality and responsibility Keeping safe from hazards – accidents, journeys, bullying Spending habits and awareness of Charity	Keeping healthy Relationships – friends and family Growing and changing – positive attitudes and self-image

PSHEE	Su	Healthy lifestyle Caring for the school environment Respecting others	Keeping safe – hazards Drug awareness – persuasion and saying no Caring for others – empathy
	Circle Time takes place throughout the year as appropriate.		
MODERN FOREIGN LANGUAGES	Au	<u>French:</u> *Write to and exchange letters with link school in France throughout the year* Reinforce numbers up to 30 and tens to 60 Formal and informal greetings Reinforce some colours Examples of people Reinforce and extend parts of the body Give instructions: some action verbs Ask someone to describe himself/herself Describe yourself/others (hair and eyes) Some adjectives of size (tall, small) Food and drink at breakfast Understand conversation in a café Reinforce simple opinions on food and drink Vocabulary for dining utensils Learn language for new songs and rhymes	<u>French:</u> Reinforce days of the week, numbers up to 69 and 80-89 Ask where people live, and respond Say the name of the countries neighbouring France Learn some of France's geographical features Some means of transport, use in questions and give simple opinions French alphabet Personal identity – details, responding to questions, role-play Pets Learn *'avoir'* in the present tense Revise colours and adjectives of size Learn language for new songs and rhymes
	Sp	<u>French:</u> Reinforce numbers up to 50 and numbers 60 and 80 Ask where someone lives and respond Some examples of accommodation and location, rooms in the house Understand and use '*Il y a ….', 'Il n'y a pas de/d' ….'* Ask where something is and respond Some simple prepositions Days, months and seasons Compass points Understand and use *'Quel temps fait-il?'* Key weather phrases, likes and dislikes, justify opinions Understand and take part in a weather forecast Learn language for new songs and rhymes	<u>French:</u> Reinforce days of the week, numbers up to 69 and 80-89 Understand and use *'porquoi?'* Key containers on a shopping list Reinforce some vocabulary for food and drink Vocabulary related to sport Reinforce simple opinions Learn *'faire'* in the present tense Learn language for new songs and rhymes

	Su	<u>French:</u> Reinforce days of the week, numbers up to 69 and 80 Say 'poor' and 'rich' Use some action verbs with 'I' in the present tense Reinforce and extend vocabulary for food, fruit and vegetables Understand and use *'J'ai faim'* and *'J'ai soif'* Adapt and take part in role-play, shopping for food Understand some key words and instructions in recipes Stories: *Je veux des pâtes* and *Jacques le Gourmand* Learn language for new songs and rhymes	<u>French:</u> Reinforce days of the week, numbers up to 69 and 80-89 Understand and use *'Quelle heure est-il?'* Tell the time Name some school subjects – link to timetable, express opinions on likes etc using *'car'* or *'parce que'* Know some tourist attractions in Paris and use in questions Learn names for common places in a town Understand and use *'Il y a ….', 'Il n'y a pas de/d' ….'* Ask for directions to a place Learn language for new songs and rhymes
R E	Au	Encounter unit: Sikhism Christianity: Belonging to a Christian community, exploring Christian values	Christianity: Holy Books –The Bible Christmas
	S	Christianity: Holy Building – The Church Easter – forgiveness and sacrifice	Christianity: explored through parables
	Su	Christianity: Prayer	Judaism: Holy Books – The Torah

		Y5	Y6
ENGLISH	Au	Stories by significant children's authors Instructions Choral and Performance Poetry **Grammar & Punctuation:** Relative clauses; linking ideas across paragraphs using adverbials of time, place or number; layout devices for non-fiction; punctuation of bullet points	Biography/ Autobiography/Recount Play scripts Reading and Writing Narrative/Non-Fiction **Grammar & Punctuation:** Expanded noun phrases for precision, linking ideas across paragraphs using a wider range of cohesive devices; use of semi-colon, colon and dash to separate clauses
	Sp	Myths and Legends Explanations Encyclopaedia **Grammar & Punctuation:** Brackets, dashes or commas to indicate parenthesis; commas to avoid ambiguity or clarify meaning; colon	Historical fiction Explanations Poetry – The power of imagery **Grammar & Punctuation:** Understand the difference between informal speech and formal writing; passive voice; hyphens
	Su	Diaries/Recount Persuasion Stories from other cultures Classic/narrative poems **Grammar & Punctuation:** Modal verbs	Authors and Text & Extending Narrative Argument Reports Haiku poetry **Grammar & Punctuation:** Difference between structures typical of speech and those appropriate for formal writing
	Spoken Language, Reading, and Comprehension are on-going. Spelling patterns appropriate to age and ability; to include prefixes, suffixes, word endings, plurals, contractions, homophones and high frequency words. Grammar & Punctuation are on-going once introduced.		
MATHEMATICS	Au	To understand numbers to 1,000,000 Multiplying and dividing by 10, 100 and 1000 Multiplying and dividing up to 4 digit numbers To round numbers to the nearest 100, 1000, 10 000 and 100 000 using number lines To compare numbers to 1 000 000 from pictorial representations, using lists and number lines x and ÷ decimals to two places on paper + and – decimals numbers Interpret negative numbers in context, count forwards and backwards with positive and negative numbers Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Recognise and use square and cube numbers, including their notation (n^2, $n^{3)}$ Find the positive square root of a square number Use knowledge of the order of operations to carry out calculations involving the four operations (BODMAS) Interpret and construct pie charts To read the information presented in a table and interpret its meaning To read and interpret information presented on a line graph where the data is represented by more than one line To read and interpret information presented in a table and turn it into a line graph; to determine relationships between data sets	To create and identify numbers to 10 000 000; to write in numerals and words numbers to 10 000 000 To compare, round and order numbers to 10 000 000; to create combinations of numbers using a fixed number of digits To multiply 3- and 4-digit numbers by 2-digit numbers without regrouping or renaming; to use both number bonds and the column method as key strategies To divide 3-digit numbers by 2-digit numbers using a variety of strategies; to use number bonds, long division and bar models to facilitate division by 2-digit numbers To find the largest common factor of 3-digit numbers; to use multiplication and division to find largest common factors To use prime numbers to create other numbers; to explore prime numbers above 100 To simplify fractions using division and common factors; to represent fractions using concrete materials and pictorial representations To compare and order fractions by finding common denominators and factors Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions To read and write decimals to thousandths; to use concrete materials to represent decimals To multiply decimals by whole numbers, including regrouping and renaming

			To divide decimals using bar models, number bonds and long division as key strategies, including regrouping and renaming Divide numbers up to 4 digits by a two-digit whole number using the efficient written method of long division Expand brackets / collect like terms inside brackets To convert units of measure into different units; to use knowledge of decimals and fractions to help convert units

MATHEMATICS	Sp	Understand that per cent relates to 'number of parts per hundred', know the % symbol, and write percentages as a fraction over 100 and as a decimal To divide whole numbers to create fractions; to create mixed numbers and improper fractions when dividing whole numbers To add together unlike fractions where the sum is greater than 1, creating mixed numbers or improper fractions To subtract fractions with different denominators; to subtract fractions from whole numbers To write improper fractions and mixed numbers using a number line and pictorial methods Solve problems using percentage and decimal equivalents of $^1/_2$, $^1/_4$, $^1/_5$, $^2/_5$, $^4/_5$ To compare quantities; to compare fractions, decimals and percentages; to convert fractions to decimals and percentages Find a percentage of a number by converting the percentage to a fraction Reduce a fraction to its simplest form Recall and use equivalences between simple fractions, decimals and percentages Know the angle sum of a straight line, a triangle and of angles at a point and use this to find missing angles Construct triangles a range of 2d shapes using protractors To know the names and qualities of acute, right, obtuse and reflex angles To measure angles using a protractor; to identify two angles which add up to 180 degrees on a straight line To investigate the angles of various quadrilaterals, including squares and rectangles To investigate regular polygons To add and subtract amounts in decimals To add and subtract decimals to find the smallest possible sum and difference To round decimals to the nearest whole number; to round numbers to nearest tenth	Consolidate understanding of ratio by constructing a scale drawing To use ratios and fractions to compare objects; to find the relationship between ratios, percentages and fractions To determine the ratio of a quantity using concrete materials; to simplify ratios using concrete materials in addition to division To compare more than two quantities using the term 'ratio'; to use bar models to express ratios where there is more than one quantity Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $^1/_4 \times {}^1/_2 = {}^1/_8$) Divide proper fractions by whole numbers (e.g. $^1/_3 \div 2 = {}^1/_6$) Extend multiplication and division of fractions to any fractions To compare numbers using ratios; to make decisions about simplifying ratios using division To determine a pattern using concrete materials and pictorial representation; to use a table to identify a repeating pattern; to express the relationship between consecutive numbers in terms of a symbol or letter To use a table to identify a pattern; to write algebraic expressions using each of the four operations To use examples to identify rules; to write algebraic expressions using each of the four operations; to evaluate algebraic expressions including the use of inverse operations To use formulae to solve problems; to replace a letter/variable with a number then solve the equation; to use inverse operations to solve equations To use bar models to solve word problems involving the four operations To create and solve word problems that apply the bar model heuristic and working backwards as the main strategies To find the area and perimeter of rectangles; to calculate perimeter using the known area and vice versa To find and calculate the area of a parallelogram; to use concrete materials and prior understanding of area to construct a formula for the area To use prior knowledge of area to determine and solve the area of a triangle; to use and apply the formula for the area of a rectangle to solve problems involving triangles

	Su	Find the area and perimeter of composite shapes made up of rectangles Calculate the area of a shape To understand the volume of solids and find the volume of 3D shapes To find the capacity of cuboids Understand and use basic equivalences between metric and common imperial units Calculate the volume of cuboids both by counting cubes and by use of a formula Solve simple ratio and proportion problems Describe positions on the full co-ordinate grid Rotate a shape on a co-ordinate grid Describe the order of rotational symmetry of a shape Understand the term “congruent” in relation to shapes after translation, reflection or rotation Use language associated with probability such as fair, certain or likely, and to be able to refer to data in explaining whether a die is fair or biased Understand and use the probability scale from 0 to 1 Find the n^{th} term of a sequence Solve simple algebraic equations To write Roman numerals to 1000	Investigate the value of “pi” and use it to calculate the area and circumference of a circle using the radius and diameter To draw quadrilaterals with specific side lengths and parallel lines; to find the perimeter of shapes and name trapeziums and parallelograms Construct triangles using measurements and angles as the starting point; to use a protractor and compasses to draw triangles using angles. To investigate opposite angles; to use prior knowledge of angles to solve problems involving angles To determine the formula for the volume of cubes and cuboids and apply it to calculate the volume of shapes To estimate the volume of objects and spaces; to calculate the volume of boxes using the formula for volume of cubes and cuboids To solve word problems involving the volume of cubes and cuboids; to apply the formula for the volume of a cube or cuboid To describe reflection using a mirror line and the terms ‘object’ and ‘image’ To reposition objects so they can be reflected in the x and y axis as the mirror line To describe the movement of objects using the terms ‘translation’ and ‘reflection’ To read and interpret line graphs Add, subtract, multiply and divide negative numbers Plot the graphs of linear functions, where y is given explicitly in terms of x; recognise that equations of the form y = mx + c correspond to straight-line graphs
	Only new concepts are mentioned in the curriculum map. Clearly the learning of Mathematics is an iterative process and concepts will be reinforced at later points having first been introduced in the year group and term above. Mathematical vocabulary is introduced at age appropriate times and is consolidated and developed throughout the Key Stage.		

SCIENCE	Au	Properties of Materials – gases Properties and changes of Materials – physical change, separating materials, chemical change Animals including humans – keeping healthy, heart and circulation (linked to PSHEE)	Electricity – changing components in a circuit Forces – gravity, air and water resistance, friction
	Sp	Forces – gravity, air and water resistance, friction Soil and drainage rates Living things and their habitat – studying a habitat over time: life cycles and classification, adaptation, variation	Animals including humans – micro-organisms – human life cycle, cells, genes and reproduction (linked to PSHEE). This is part of Evolution and Inheritance) Acids and Alkalis – indicators
	Su	Living things and their habitat – studying a habitat over time: life cycles and classification, adaptation, variation Earth and Space – seasonal change and moon phases	Earth and Space – The Solar System Plants – Photosynthesis
	Working scientifically: **Scientific** enquiry, method and skills are developed throughout the teaching of the Science curriculum. Working and thinking scientifically is also supported by regular laboratory sessions. The knowledge, pronunciation and spelling of specific scientific vocabulary (at a level consistent with word reading and spelling knowledge) is introduced, consolidated and developed throughout the Key Stage. Reference to influential scientists is made throughout as appropriate.		
D&T	Au	**<u>Mechanical control</u> – Pulleys** Exploring pulley systems Supporting structures	**<u>Electrical control</u> – LEGO League** Motors & sensors/Wheels and axels Control the speed and direction of movement with computer software
	Sp	**<u>Cooking and Nutrition</u> – Chef led workshops** Functions and properties of ingredients Adapting a recipe	**<u>Structures and mechanical control</u> – Multi use structures/hydraulics** Reinforcing/ strengthening using triangulation Tubes in a framework
	Su	**<u>Mechanical control and structures</u> – Cams** Controlling movement with a cam Change rotary to linear motion Functional and aesthetic attributes	**<u>Textiles</u> – Sewing machine** Design for the consumer Use of sewing machine Extension of fastenings/Dying a fabric
	Cooking and nutrition – throughout the year A healthy varied diet Preparation and Cooking techniques Seasonality		

COMPUTING	Au	**Digital Media** - digital photography/editing Multimedia presentation Software: Serif/'Apple', PowerPoint Green Screen/iMovie **Using Data** – introduction to spreadsheets Software: Excel **Using Technology** – touch-typing ongoing throughout the year	**Programming and Control** - LEGO EV3 – Robots and Robotic Technology (Link with DT)/SCRATCH programming **Creating and Publishing** – Multimedia Presentation **Using Technology** – touch-typing ongoing throughout the year
	Sp	**Programming and Control** – SCRATCH: designing and making games **Using Data** – analysing data, asking questions/evaluating information, questioning , plausibility	**Programming and Control** – coding , 'Swift Playground' **Using Data** – spreadsheet modelling, database work
	Su	**Creating and Publishing** – Graphical Modelling: Matisse Project Software: Paint program and Publisher **Programming and Control** – Lego EV3 Software: Robots and Robotic Technology Introduction to PYTHON Programming	**Digital Media** – Web, Green Screen/iMovie **Programming and Control** – PYTHON programming, more advanced apps and programs
	e-Safety taught throughout the Year		
HISTORY	Au	**British History - The Tudors** A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 Life in Tudor times and the development of British territories and wealth through exploration	**WWII** Life in Britain before the war; why the war happened and how life was affected during WWII
	Sp	**The Victorians** How children's lives were improved How education developed. Individuals of significance – Lord Shaftesbury and Dr Barnardo	**British History - 1948 onwards** How life changed after WWII with particular focus on culture
	Su	**Broader History – Ancient Egypt** An early civilization – Egyptian life, culture and society, the afterlife, hieroglyphics, Gods, Pharaohs and pyramids	**Broader History – Mayan civilization** A non-European society that provides contrasts with British history To move away from applying existing cultural values in judging behaviour and beliefs
	Whole School Victorians 'mastery' theme Year 5: changes in the British Empire and the role of the monarchy. Year 6: Democracy and Electoral reform; votes for all men and the beginning of recognition of women's rights, the values of Victorian Britain. Skills and concepts for History include: specialised vocabulary and terminology; historical research and enquiry as well as good chronological awareness.		

GEOGRAPHY	Au	How is climate change affecting the world?	Lego League and Why is Fair Trade fair?
	Sp	What is a river? Coasts	How do volcanoes affect the lives of people on Hiemaey?
	Su	Who are Britain's World Heritage Sites for? Coasts Fieldwork – Swanage	Why are mountains so important?
	Geographical enquiry, method and skills are developed throughout the teaching of the Geography curriculum. Physical, Human and Environmental aspects are taught both at school and during fieldwork. Enquiry skills include: identification, location, description, observation, comparison and contrasting, reasoning, measuring, recording, presenting, understanding, explanation, concluding, judgement, application, evaluation, reflection, critique and hypothesis. Continent studies include: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, land use, economic activity, trade and natural resources. At Years 5/6 the cause and consequence of change is also considered. A variety of appropriate field trips also occur throughout the two years.		
ART & DESIGN	Au	**Craft & Design in different times and cultures** Talking textiles or Take a Seat: use pattern, colour, texture and shape in an imaginative way to either design a chair for a particular historical character or occasion, **or** to explore how stories have been represented in hangings and tapestries by planning, designing and developing a collaborative hanging	**What a Performance** Headwear and costume worn in different times and cultures Design and make a piece of headwear for a character in a story, using a range of textiles and other materials
	Sp	**Observational Drawing** Objects & Meaning: use still life techniques to paint a collection of natural and man-made objects, demonstrating awareness of tone, highlights, shadows and negative space	**Gargoyles – 2 dimensional studies** Research and explore purpose of gargoyles from a variety of periods Experiment with a range of media, including drawing, painting and printing
	Su	**Landscapes and seascapes** Explore pattern, texture, colour in the landscape using sketch and photographic references Create a collaborative or individual landscape composition, exploring colour and texture	**Gargoyles – 3 dimensional clay and sculpture work** Analyse the work of historical and contemporary artists and sculptors both sacred and secular Design, plan and make a 3D multimedia gargoyle

MUSIC	Au	Part singing Music for a purpose – group composition of a song exploring form and structure, word setting, texture and timbre Individual recorder improvisation skills and note reading – blues/jazz African drumming – individual call/response pattern, improvisation	Solo and ensemble singing and leadership skills Percussion ensemble skills and world music Individual Garage Band composition project using iPads/iMacs Recorder improvisation skills and note reading - Latin/jazz Compound time signatures, syncopation and accidentals
	Sp	Part-singing Recorder ensemble arrangement and performance Individual music history project (BBC Ten Pieces, Focus on Sound) Manipulating musical patterns and structures	Part-singing Group composition and arrangements Ensemble performance Music history overview and research (BBC Ten Pieces, Focus on Sound) Note reading skills (Focus on Sound)
	Su	Grade 3 Aural Synthesised sounds and sound sources Ensemble work – genres Musical theatre skills Playing and singing musically from notation (solo and ensemble)	Ensemble and solo musical theatre skills Review of music theory, genres and styles Sight reading skills, playing and singing from notation Independent performance skills
	Continuous across the Prep Department: Learn to sing and play musically with increasing confidence and control. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Learn to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand the staff and other musical notations. Appreciate and understand a wide range of high quality, live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.		

PHYSICAL EDUCATION	Au	Girls - Hockey: travelling with ball, sending, receiving, shooting, tactical & positional play, 7-aside games Boys - Rugby: apply speed and direction to passing and dodging to create space, outwit opponents and attack and defend as a team All - Cross-Country Dance: thematic work, expression, composition and performance Gym: use of large apparatus, individual and small group sequence work using shape and balance Swimming: development of all 4 strokes	Girls - Hockey: travelling with ball, sending, receiving, shooting, 7-aside games, development of team play Boys - Rugby: apply speed and direction to passing and dodging to create space, outwit opponents and attack and defend as a team All - Cross-Country Dance: thematic work, expression, composition and performance Gym: use of large apparatus, individual and small group sequence work using flight Swimming: development of all 4 strokes
	Sp	Girls - Netball: tactics, development of game Boys-Hockey: travelling with ball, sending, receiving, shooting, intro to 7-aside games Health Related Fitness: speed, stamina and jumping skills Swimming: surface dive, linking tasks, personal survival, synchronised swimming	Girls - Netball: tactics, development of game Boys - Hockey: travelling with ball, sending, receiving, shooting, intro to 7-aside games Health Related Fitness: speed, stamina and jumping skills Swimming: aquatic skills, personal survival, synchronised swimming, water polo
	Su	Rounders/ Cricket: tactics, development of game Athletics: rounders ball throwing, long and high jump, speed work - 80m, distance work - 600m Tennis: smash, placement of shots, games Swimming: diving, tumble turns, timed and distance events, competitions	Rounders/ Cricket: development of skills leading to full games Athletics: timed and measured activities, long and high jump, 80m sprint, 200m & 600m distance runs, foam javelin, rounders/cricket ball throwing Tennis: placement of shots, full games - singles & doubles Swimming: competitions, starts and finishes, times and distances
	Matches with other schools take place throughout the year.		
PSHEE	Au	Rules/Class Charter Respecting differences Growing and changing – responsibilities Drug awareness	Class Charter/Citizenship Positive attributes Personal safety
	Sp	Healthy lifestyle – valuing myself Positive approach to personal safety Feelings and influences	Feelings and influences Sex Education

PSHEE	Su	Money –saving/ budgeting Relationship networks	Preparation for senior school to include: media/peer pressure, conflict in relationships, keeping safe and finding help Economic well-being and being a responsible citizen
	Circle Time takes place throughout the year as appropriate. NSPCC/ChildLine workshops to support personal safety every other year.		
MODERN FOREIGN LANGUAGES	Au	<u>French:</u> Seasons Numbers up to 89 Reinforce colours and months Describe what you do/don't wear, at different times of the year, on different occasions Adjectival agreement Express some opinions Learn *'porter'* in the present tense Reinforce and extend vocabulary for food and other shopping items Understand and use *'J'ai faim'* and *'J'ai soif'* Some examples of shops, ask for directions and respond Learn language for new songs, rhymes and role-play	<u>French:</u> *Write and exchange letters with link school in France throughout the year* Reinforce number up to 100 Examples of jewellery and luggage Reinforce colours and clothing Understand and use *'J'ai perdue/oublié'* Some examples of preposition Key phrases to ask for help Some members of the family, descriptions Understand and use *'Comment est-tu?', 'déscris-toi'* Learn *'être'* in the present tense Use some intensifiers Express and justify opinions Learn language for new songs, rhymes and role-play <u>Spanish</u>: Pronunciation and accent Number 1-31 Greetings and courtesies Gender/Plurals Days of the week, months of the year Dates, birthdays, time Pets, colours Christmas and famous festivals
	Sp	<u>French:</u> Reinforce numbers up to 89 Examples of habitats, wild animals and vegetation Learn *'habiter'* in the present tense Reinforce compass points and examples of weather Adjectival agreement Learn language for new songs, rhymes and role-play	<u>French:</u> Reinforce number up to 100 and learn a few ordinal numbers Reinforce days of the week, colours and some adjectives of size and opinions Use some connectives Learn language for new songs, rhymes and role-play <u>Spanish</u>: Numbers up to 31 and tens to 100 New Year celebrations Classroom objects and school subjects Expressing and justifying likes and dislikes Members of the family/descriptions Reinforce simple opinions Mother's Day & Easter

MODERN FOREIGN LANGUAGES	Su	<u>French:</u> Numbers to 100 and practise high numbers Understand and use *'Quelle heure est-il?'* Tell the time Ask and respond to questions about daily routines and hobbies Understand how to use the present tense of regular _*er* verbs Practise common irregular verbs *(aller, faire)* in the present tense Ask and respond to questions about health Reinforce vocabulary for parts of the body Learn language for new songs, rhymes and role-play	<u>French:</u> Reinforce numbers up to 100 and practise high numbers Reinforce and extend words for food and drink/sport and leisure activities Understand some instructions in recipes (verbs in the imperative) Mealtimes and key vocabulary for dining utensils/key phrases to use in a restaurant Understand and use *'Il n'y a pas de/d' …..'* and '*Je n'ai pas de/d' …..'* Express some opinions and justify them Learn language for new songs, rhymes and role-play <u>Spanish:</u> Numbers up to 100 At the café, buying snacks and drinks Places in a town, asking for and giving basic directions Reinforce days of the week Sports and other hobbies Introduction to _*ar* regular verbs in the present tense Verbs *jugar* and *hacer* in the present tense
RE	Au	**Christianity:** Special teachings – who was Jesus? What do the Gospel stories tell us about the life of Jesus? **Founder:** Christmas.	**Encounter unit:** Buddhism
	S	**Islam:** Muhammad (pbuh) and the Qur'an	**Comparative and contrasting concept:** Pilgrimage Commitment within a community
	Su	**Encounter unit:** Hinduism	**Christianity:** Ultimate questions – why do some people believe in God?