



Curriculum Map 2016-2017

Subject: Art			
Year	Area of Study	Wider Curriculum	Key Assessment Milestones
3	<p>Developing art and design appreciation, skills and techniques through:</p> <p>Drawing and painting, inspired by artists such as Sean Scully</p> <p>Printing on paper and fabric</p> <p>3D sculptures – bowls</p>		<ul style="list-style-type: none">• Investigate and use the qualities of materials and processes to develop practical skills and communicate my ideas and meanings• Describe the work of others and comment on the ideas and purposes• Use knowledge of art, artists and crafts people to adapt and improve• Experiment with techniques
4	<p>Developing art and design appreciation, skills and techniques through:</p> <p>An artist focus of Andy Warhol & John Brunson</p> <p>An architecture study – Tudor homes</p> <p>Collage using mixed media (Andy Warhol)</p> <p>Drawing and painting using a variety of media (John Brunson)</p>	History – Tudors	<ul style="list-style-type: none">• Explore and experiment with ideas and techniques, collecting information and practical resources in order to make informed choices• Investigate and use the qualities of materials and processes to develop practical skills• Compare and comment on the ideas and work of artists and architects• Use knowledge of art, artists and crafts people to adapt and improve aspects of my own work

<p>5</p>	<p>Developing art and design appreciation, skills and techniques through:</p> <p>An artist study of Friedensreich Hundertwasser</p> <p>Sculptures inspired by Alberto Giacometti</p> <p>Collage inspired by Gustav Klimt</p> <p>Painting inspired by Chris Ofili</p>		<ul style="list-style-type: none"> • Use a variety of approaches to explore and experiment with ideas, information and resources • Investigate and develop a range of practical skills and use the qualities of materials and processes purposefully • Compare and comment on different ideas, methods and approaches used by artists, craftspeople and designers in history • Discuss my work and that of others and consider how I might adapt and refine it
<p>6</p>	<p>Developing art and design appreciation, skills and techniques through:</p> <p>3D Sculptures – Maya Masks</p> <p>Drawing & Painting – Inspired by Patrick Caulfield</p> <p>Printing Textiles – Batik Process</p>	<p>History – Maya topic</p>	<ul style="list-style-type: none"> • Take some creative risks when exploring, experimenting and responding to ideas. • Be imaginative when selecting information and resources in order to develop my work • Develop and use my technical knowledge and skills • Compare and comment on the ideas, methods and approaches that are used by artists, craftspeople and designers • Evaluate my own work and that of others, reflecting on my view of its purpose and meaning

Subject: Computing			
Year	Area of Study	Wider Curriculum	Key Assessment Milestones
3	<p>To develop their computational thinking and creativity through the following topics:</p> <p>We are communicators: Communicating safely on the internet (online safety)</p> <p>We are presenters: Presentation software, algorithms, record & edit video performance</p> <p>We are programmers: Simple animations with Scratch / Smoky car game</p>	<p>English– writing for a range of purposes</p> <p>History – communication through the ages</p> <p>PE/Maths – videoing sports activities to improve performance. Measure and compare</p> <p>Art and Design – design characters, backgrounds</p> <p>PSHE – online safety</p>	<ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly • Design, write and debug programs • Use sequence in programs and recognise input and output • Use logical reasoning to detect and correct errors in algorithms and programs
4	<p>To develop their computational thinking and creativity through the following topics:</p> <p>We are communicators: Internet research, email, google maps and online safety</p> <p>We are presenters: Algorithms, spreadsheets and creating video trailers</p> <p>We are programmers: Using Scratch to develop animations</p>	<p>Geography/ History through google maps</p> <p>English speaking and listening film trailers</p> <p>Maths Quizzes</p> <p>PSHE – online safety</p>	<ul style="list-style-type: none"> • Explore and experiment with ideas and techniques • Investigate and use the qualities of materials and processes to develop practical skills when designing and making • Compare and comment on the ideas and work of artists and architects

<p>5</p>	<p>To develop their computational thinking and creativity through the following topics:</p> <p>We are programmers: Develop bespoke games using Scratch</p> <p>We are movie makers: Creating stop motion animation films using iPads</p> <p>We are safe online: Understand online safety – create/use effective passwords</p>	<p>Art/ D&T Create characters and stages</p> <p>Speaking & Listening</p> <p>Links to narrative writing</p> <p>PSHE – online safety</p>	<ul style="list-style-type: none"> • Use logical reasoning to explain how algorithms work • Select, use and combine a variety of software to create a range of programs. • Understand how computer networks provide lots of services, evaluate digital content • Use technology safely, respectfully and responsibly
<p>6</p>	<p>To develop their computational thinking and creativity through the following topics:</p> <p>We are programmers: Study computer pioneers, program loops and variables</p> <p>We are safe online: Learn to use technology safely, respectfully and responsibly</p> <p>We are analytical: Collecting, analysing, evaluating and presenting information</p>	<p>Maths – spreadsheets</p> <p>Speaking and listening presentations</p> <p>PSHE – online safety</p>	<ul style="list-style-type: none"> • Understand computer networks including the internet • Use technologies effectively and evaluate digital content • Design, write and debug programs that accomplish goals • Use sequence, selection and repetition in programs • Use logical reasoning to explain how some simple algorithms work and detect errors • Use technology safely, respectfully and responsibly

Subject: Design & Technology			
Year	Area of Study	Wider Curriculum	Key Assessment Milestones
3	<p>Pupils learn to design, make, evaluate and improve products in a range of contexts:</p> <p>Cooking and nutrition – create healthy, savoury dishes</p> <p>Shell structures – building a desk tidy</p> <p>Using textiles – design and make money containers</p>		<ul style="list-style-type: none"> • Design products which meet a range of requirements • Create a realistic plan in the right order to complete my design • Explain my labelled sketches and models in detail • Choose appropriate tools, equipment, materials, components and methods • Use tools and equipment to cut and shape materials, and put parts together accurately • Evaluate my design and improve my product
4	<p>Pupils learn to design, make, evaluate and improve products in a range of contexts:</p> <p>Mechanisms – Levers and linkages</p> <p>Electrical systems – including switches and bulbs</p> <p>Food and nutrition – a healthy and varied diet</p>	Science	<ul style="list-style-type: none"> • Make improvements to my original design • Identify ways to make my final product good quality • Produce something which will be liked by others • Show a good level of expertise when using a range of tools and equipment • Think of ways to check if my design is successful • Evaluate my product considering both the design and the way it works

<p>5</p>	<p>Pupils learn to design, make, evaluate and improve products in a range of contexts:</p> <p>Mechanical / Electrical systems – Complex switches in burglar alarms</p> <p>Frame structures – Making kites</p> <p>Cooking and nutrition – exploring and making food from other cultures e.g. Italian pizza</p>	<p>Internet research</p> <p>PHSE</p>	<ul style="list-style-type: none"> • Take users views about how a product looks and works into account during the design process • Suggest alternative plans and say what the good points are drawbacks are about each • Select and use a range of tools and equipment to complete with expertise • Explain why my finished product will be of good quality • Explain how my product will appeal to the audience • Identify where improvements need to be made • Evaluate the appearance and function of my product against the original criteria
<p>6</p>	<p>Pupils learn to design, make, evaluate and improve products in a range of contexts:</p> <p>Textiles – Design, create and evaluate mobile phone cases</p> <p>Mechanical Systems – Fairground rides</p> <p>Food & Nutrition – Making bread</p>	<p>PHSE</p> <p>Maths - measure</p>	<ul style="list-style-type: none"> • Use market research to inform my plan and identify the user's needs • Clarify my ideas through discussion, drawing and modelling prototypes showing an understanding of how the product should look and how much it costs to produce • Use my knowledge and understanding of materials, ingredients and techniques and the resources available to me to complete my design • I can test and evaluate different aspects of my product showing that I understand the context in which the product will work

Subject: Geography			
Year	Area of Study	Wider Curriculum	Key Assessment Milestones
3	<p>Extending high quality geographical knowledge of the world through:</p> <p>Locating places using maps</p> <p>European regions and countries</p> <p>The features of places in Europe</p>	<p>English – report and information writing</p>	<ul style="list-style-type: none"> • Describe and compare physical and human features of different localities • Use appropriate geographical vocabulary to communicate some of my findings about an area • Explain how places are similar or different • Use skills and sources of evidence to respond to a range of geographical questions
4	<p>Extending high quality geographical knowledge of the world through:</p> <p>Regions in Britain – landscapes, cities and land use</p> <p>Physical geography – world climate zones and rivers & the water cycle</p> <p>Social geography – modern human settlements and use of natural resources</p>	<p>English – report and information writing</p> <p>Computing – Using google maps</p>	<ul style="list-style-type: none"> • Recognise how people seek to improve and sustain environments • Use my knowledge, skills and understanding to learn about a range of places in the UK and the wider the world • Understand how the physical and human processes change the features of places • Understand how people improve and damage the environment

<p>5</p>	<p>Extending high quality geographical knowledge of the world through:</p> <p>A study of the UK and Europe</p> <p>Map reading skills</p> <p>Regions in North and Central America</p>	<p>English – report and information writing</p> <p>Computing – efficient internet searching and presentation of information</p>	<ul style="list-style-type: none"> • Begin to recognise and describe simple geographical patterns • Recognise and describe physical and human processes • Suggest suitable geographical questions related to a location or area • Use a range of geographical skills to study and investigate places and environments • Use primary and secondary sources of evidence in my investigations • Communicate my findings using appropriate vocabulary
<p>6</p>	<p>Extending high quality geographical knowledge of the world through:</p> <p>Physical Geography – Rivers & flooding and volcanoes & earthquakes</p> <p>Human Geography – Use of natural resources & patterns of economic activity</p>	<p>English – report and information writing</p>	<ul style="list-style-type: none"> • Use a range of geographical skills to study and investigate a range of places in the world • Recognise and describe physical and human characteristics of places • Understand how Geographical processes lead to similarities and differences in places and how people live • Recognise some of the links and relationships that make places dependent on each other • Explain my views and begin to suggest relevant geographical questions and issues

Subject: History			
Year	Area of Study	Wider Curriculum	Key Assessment Milestones
3	Extend chronological understanding and knowledge of British and World History through the study of: The Stone Age leading into the Iron Age The Romans The Ancient Greeks	Maths – time and measurement English – information texts and report writing	<ul style="list-style-type: none"> Describe events and periods using the words: BC, AD and decade Use a timeline within a specific time in history to set out the order things may have happened Use my mathematical knowledge to work out how long ago events would have happened I can suggest why certain events happened as they did in history
4	Use historical terms to compare and contrast periods in time through the study of: Ancient Egypt The Tudors Relating history to the locality – the Church of England & use of natural resources	Maths – time and measurement English – information texts and report writing	<ul style="list-style-type: none"> Explain how events from the past have helped shape our lives Know that people who lived in the past cooked and travelled differently Understand how items found belonging to the past build up an accurate picture of how people lived in the past Research two versions of an event and say how they differ

5	<p>Address and devise historical questions using a range of sources to study:</p> <p>Anglo-Saxons</p> <p>Local history studies e.g. industrial development of the potteries</p>	<p>Maths – time and measurement</p> <p>English – information texts and report writing</p>	<ul style="list-style-type: none"> • Appreciate that significant events in history have helped shape the country we live in today • Test out a hypothesis in order to answer a question • Appreciate how historical artefacts have helped us understand more about British lives in the present and past • Create timelines which outline the development of specific features, such as medicine; weaponry; transport
6	<p>Address and devise historical questions using a range of sources to study:</p> <p>A study of the Ancient Mayan Civilisation</p> <p>The Vikings including Viking raids and invasions</p>	<p>Maths – number system</p> <p>English – language and phonics</p> <p>English – Book Study Runestone narrative writing</p>	<ul style="list-style-type: none"> • Place features of historical events and people from past societies and periods in a chronological framework • Explain the order in which key events happened • Describe features of historical events and people from past societies and periods they have studied • Recognise and describe differences and similarities/ changes and continuity between different periods of history

Subject: MFL			
Year	Area of Study	Wider Curriculum	Key Assessment Milestones
3	<p>Appreciate elements of French culture and develop language skills through texts, drama, songs and simple sentences. Topics include:</p> <p>How to greet each other and simple conversations</p> <p>Colours and numbers to 15</p> <p>Animals and pets</p> <p>My family</p>	<p>Maths</p> <p>Art</p> <p>PHSE</p>	<ul style="list-style-type: none"> Respond confidently to greetings, register and instructions Participate in a short, structured conversation Match single words and phrases to the appropriate picture in a book Copy words and short phrases Write signs that include single words and short phrases
4	<p>Appreciate elements of French culture and develop language skills through texts, drama, songs and simple sentences. Topics include:</p> <p>Using verbs in conversations (asking and responding about: name, health, age, family, pets and hobbies)</p> <p>How to describe simple objects and people</p> <p>Vocabulary for animals, clothes, parts of the body and travel</p> <p>Family members</p>	<p>Maths</p> <p>Art</p> <p>PHSE</p>	<ul style="list-style-type: none"> Listen to and understand short passages that use vocabulary I have been learning Write words and phrases from memory to describe situations Fit actions to simple songs and traditional rhymes Ask / answer questions about birthdays, ages, dates, times, simple maths

<p>5</p>	<p>Appreciate elements of French culture and develop language skills through texts, drama, songs and simple sentences. Topics include:</p> <p>Verb tenses and descriptions</p> <p>Going on holiday and school trips</p> <p>Vocabulary related to hobbies and eating out</p> <p>Seasons and the environment</p>	<p>Maths</p> <p>Computing – internet searches</p> <p>Science</p> <p>PHSE</p>	<ul style="list-style-type: none"> • Ask/answers questions about times, meals, food likes and dislikes, sports you do, sports you like, instruments you play, why you like things • Have a short conversation of three or four exchanges, using phrases I have learnt • Understand short texts that use phrases I have learnt • Write a paragraph of three or four sentences
<p>6</p>	<p>Appreciate elements of French culture and develop language skills through texts, drama, songs and simple sentences. Topics include:</p> <p>Comparing life in France with Britain</p> <p>French family life</p> <p>Work and jobs in France</p> <p>The weekend with family and friends</p>	<p>PHSE</p>	<ul style="list-style-type: none"> • Pronounce words correctly and speak with increasing fluency • Listen to a passage and identify the subject and the main points • Use my knowledge of grammar to change words and phrases, e.g. using plurals and adding adjectives • Ask / answer about likes and dislikes on a range of topics

Subject: Music			
Year	Area of Study	Wider Curriculum	Key Assessment Milestones
3	<p>Appreciating, performing and composing music through:</p> <p>Singing with expression and rhythm, including Bob Marley's reggae music</p> <p>Listening, appraising and performing music in various forms</p> <p>Exploring and creating with musical instruments</p>	English – speaking and listening	<ul style="list-style-type: none"> • Sing songs with expression • Perform simple tunes and rhythms • Combine sounds expressively • Create different moods and effects • Talk about my own work • Improve my own work
4	<p>Appreciating, performing and composing music through:</p> <p>Studying how music has changed over time – pop music 1970s and now</p> <p>Applying musical concepts of rhythm, pitch and pulse</p> <p>Performing rhythms and simple tunes using recorders and glockenspiels</p> <p>A composer focus of Benjamin Britten</p>	History	<ul style="list-style-type: none"> • Recognise how different musical elements are combined. • Perform simple tunes and rhythms • Combine sounds expressively. • Describe, compare and evaluate different kinds of music using musical vocabulary

5	<p>Appreciating, performing and composing music through:</p> <p>Following rhythms in Djembe drumming</p> <p>Listening to influential composers</p> <p>Study of the orchestra</p> <p>Writing and performing a rap</p>	<p>History</p> <p>English – speaking and listening</p> <p>Writing</p>	<ul style="list-style-type: none"> • Play an instrument by ear or simple notation and keep to my own part within a group • Describe, compare and evaluate different kinds of music using musical vocabulary • Recognise that music reflects different times, places and cultures through its composition • Perform musically from memory and notation as part of a group • Analyse and compare musical features
6	<p>Appreciating, performing and composing music through:</p> <p>Listening to music from different times, places and cultures</p> <p>Using voices and musical instruments to create and compose music</p> <p>Understanding and exploring how music is created, produced & communicated</p> <p>Appraising the works of influential composers, including Beethoven & Holiday</p>	<p>Computing – presenting information</p> <p>English – creating soundscapes</p>	<ul style="list-style-type: none"> • Improvise and compose melodic and rhythmic phrases as part of a group • Describe, compare and evaluate different kinds of music using musical vocabulary • Recognise that music reflects different times, places and cultures through its composition • Perform musically from memory and notation as part of a group • Compose music for different occasions using appropriate musical devices such as melody and rhythms

Subject: PSHE			
Year	Area of Study	Wider Curriculum	Key Assessment Milestones
3&4	<p>Children are encouraged to be their best. This includes developing skills and knowledge through:</p> <p>Promoting British and Christian values Creating a school ethos of excellent behaviour Becoming resilient and determined as well as utilising our talents to aim for outstanding success in all areas e.g. sport / the arts etc. The importance of keeping healthy and safe (including online-safety) Recognising risk and making safe and informed choices</p>	<p>RE</p> <p>Forest Skills</p> <p>Computing</p> <p>Charity Projects</p>	
5&6	<p>Children are encouraged to be their best. This includes developing skills and knowledge through:</p> <p>Promoting British and Christian values Creating a school ethos of excellent behaviour Becoming resilient and determined as well as utilising our talents to aim for outstanding success in all areas e.g. sport / the arts etc. The importance of keeping healthy and safe (including online-safety) Recognising risk and making safe and informed choices</p>	<p>RE</p> <p>PE – Y6 Outdoor & Adventure</p> <p>Forest Skills</p> <p>Computing</p> <p>Charity Projects</p>	

Subject: RE			
Year	Area of Study	Wider Curriculum	Key Assessment Milestones
3	<p>Learn and reflect upon the key principles of different religions through lessons, worship and visits about:</p> <p>Christianity: The Bible, Christmas and the story of Easter.</p> <p>Judaism: Torah, Jewish Celebrations.</p> <p>Islam: The Quran.</p> <p>Christianity, Islam, Judaism, Hinduism and Buddhism: Creation stories, belonging and gifts.</p>	English – report writing	<ul style="list-style-type: none"> • Identify and distinguish between the faiths being explored • Express some awareness of their identity within or outside these faiths • Understand the importance and reality of existing in a plural context
4	<p>Learn and reflect upon the key principles of different religions through lessons, assemblies and visits about:</p> <p>Christianity: Special occasions e.g. Advent & Easter and Symbolic meanings e.g. Water & Baptism or Light & Inspiration</p> <p>Judaism: Family Life and special occasions e.g. Shabbat, Passover & Pesach</p> <p>Islam: Family Life and special occasions e.g. Ramadan</p> <p>All Faiths: Signs & symbols, inspirational people and food & festivals</p>	English – report writing	<ul style="list-style-type: none"> • Apply ideas about identity and commitment in a diverse world to their own and other people's lives • Describe what inspires and influences themselves and others, especially their commitments, values and choices • Be able to recognise in themselves and others some reactions to living alongside others who have a different faith or stance

5	<p>Learn and reflect upon the key principles of different religions through lessons, assemblies and visits about:</p> <p>Christianity: Jesus' Teaching & special occasions – Advent, Christmas and Easter</p> <p>Judaism: Places of Worship</p> <p>Islam: Ramadan and Eid-al-Fitr</p> <p>Christianity, Islam and Judaism: Festivals</p>	English – report writing	<ul style="list-style-type: none"> • Be able to explain what inspires and influences them • Express their own and others' views on the opportunities and challenges of commitment in a diverse world • Identify the consequences for themselves and for others of holding particular beliefs and values
6	<p>Learn and reflect upon the key principles of different religions through lessons, assemblies and visits about:</p> <p>Christianity: Christian Values & Beliefs. Life of Jesus & other key figures</p> <p>Judaism: Jewish values and religion within the home</p> <p>Islam: 5 Pillars and the impact on believers</p> <p>Faith in Everyday Life</p>	English – report writing	<ul style="list-style-type: none"> • Express values • Consider own responses to the opportunities and challenges of living in a diverse world • Take account of the views and experiences of others • Be able to talk about examples of religious cooperation and why this is sometimes difficult

Subject: Science			
Year	Area of Study (Knowledge)	Wider Curriculum	Key Working Scientifically Milestones
3	<p>Exploring, investigating, testing and talking about scientific ideas regarding:</p> <p>Animals, including humans - skeletons, muscles and nutrition</p> <p>Plants - What a plant needs for life and growth</p> <p>Forces and Magnets –Including observing, comparing, and identifying magnetic materials</p> <p>Light – Transparent translucent and opaque. Shadows and pattern seeking. Danger of light from the Sun</p> <p>Rocks – Observe, group & compare rock types. Describe how fossils are formed & how soils are made</p>	<p>Maths – measurement, pattern seeking and interpreting and presenting results</p> <p>English – report writing / poems</p> <p>Computing – using search engines effectively / iPads (research and recording) / Digi-scopes</p>	<ul style="list-style-type: none"> • Make observations and use simple measurements of quantities • Record and explain my observations or measurements in a variety of ways • Use different types of scientific enquiry to answer questions • Use a wider scientific vocabulary • Suggest improvements to investigations • Compare, group and sort items according to various criteria • Look for patterns in results • Understand how to be safe and minimise risks
4	<p>Animals, including humans – The Digestive system and teeth of animals including humans construct and interpret food chains</p> <p>Living things and their habitats - Classify living things and explore keys. Identify living things, recognise that environments can change</p> <p>Electricity – Simple series circuit, conductors and insulators</p> <p>States of Matter – Compare and group solid, liquid and gas. Changing state in the water cycle</p> <p>Sound - How sounds are made and travel. Find patterns with pitch and volume</p>	<p>Maths – measurement and interpreting and presenting results</p> <p>English – report writing</p> <p>Computing – using search engines effectively / iPads (research and recording) / Digi-scopes</p>	<ul style="list-style-type: none"> • Investigate relevant questions with different types of scientific enquiries • Set up simple practical enquires, comparative and fair tests • Make systematic observations, take accurate measurements • Plan fair test to investigate a question • Plot results from investigations and interpret patterns in data • Report on results using scientific evidence to answer questions • Draw conclusions and where appropriate, suggest improvements and making new predictions • Understand how to be safe and minimise risks

5	<p>Animals, including humans - Birth to old age. Living things & their habitats – Life cycles of species. Reproduction in some plants and animals</p> <p>Properties and changes of materials - Reversible & irreversible changes. Compare and group materials</p> <p>Earth and Space – The movement of the Earth, and other planets, relative to the Sun. Moon’s movement relative to the Earth. Explain night and day scientifically</p> <p>Forces - Gravity and friction, air and water resistance. Pulleys and levers</p>	<p>Maths – measurement and interpreting and presenting results</p> <p>English – report writing</p> <p>Computing – using search engines effectively</p>	<ul style="list-style-type: none"> • Suggest what I need to do improve my investigation work and reasons why • Identify and use different types of scientific enquiries to answer a question • Research from a range of sources • Select and use appropriately suitable science equipment for a test • Recognise hazard symbols and make and act on simple suggestions to control risks to myself and others • Use line graphs to present information • Plot results from investigations interpret patterns in my data
6	<p>Animals, including humans – The human circulatory system and the impact of diet and drugs on the way bodies function. Nutrients and water transportation within animals</p> <p>Living things and their habitats - Classify and group living things including micro-organisms, based on their characteristics. Evolution and Inheritance - Fossils, adaptation and evolution</p> <p>Electricity – changing circuits, component symbols in circuit diagrams</p> <p>Light – How light travels / light beams / explain why shadows have the same shape as the object that cast them / explain how we see things</p>	<p>Maths – measurement and interpreting and presenting results</p> <p>English – report writing</p> <p>Computing – using search engines effectively</p>	<ul style="list-style-type: none"> • Identify and plan appropriate scientific enquiries to answer a question. • Analyse findings to draw scientific conclusions based on evidence • Use and interpret line graphs to present information • Design and conduct an investigation draw conclusions taking into account anomalies in data • Recognise hazard symbols and make and act on suggestions to control risks to myself and others • Use test results to make predictions to set up further comparative and fair tests • Record data and results of increasing complexity using scientific diagrams, keys, tables and graphs