

Key Stage 1 & 2 Curriculum Map 2024-2025		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Literacy	T1	<p>Stories with predictable and patterned language</p> <p>The Dot Somebody swallowed Stanley/ The sea saw The Suitcase</p>	<ul style="list-style-type: none"> <li><b>Non-fiction:</b> Reading and writing information texts on foxes (Week 1)</li> <li><b>Narratives:</b> Stories with familiar settings and familiar themes</li> </ul>	<p>Narratives: Stories from the same author - <i>George's Marvellous Medicine</i></p> <p>Stone Age Boy/ Myths and legends- Roman Myths <i>(Links to humanities)</i></p> <p>Visual Text- Flotsam by David Weisner</p>	<p><b>Narrative</b> (Excuse letters - Dear Teacher)</p> <p><b>Information text</b> Victorian workhouses Victorian schools</p> <p><b>Recounts:</b> diary writing, letter writing (Street Child)</p> <p><b>List Poem</b> (Street Child) <i>(links to history topic)</i></p> <p><b>Narratives</b> Alien Landing (Pie Corbett)</p> <p><b>Recount</b> (Trip to Kent life - Victorian day)</p> <p><b>Writing for a real audience:</b> letters to Axel</p>	<p><i>Descriptive Settings</i> Harry Potter and the Philosopher's Stone Harry Potter and the Philosopher's Stone <i>Non-Chronological Reports</i> Fantastic Beasts</p>	<p>Poetry and imagery (Pie Corbett short unit) Recount - diary entries/ letters from evacuees Journalistic writing War poetry Information texts, reference and text books on WWII Setting and character descriptions Narrative writing including dialogue <i>Goodnight Mr Tom</i> <i>Sam's Spitfire Summer</i> <i>Rose Blanche</i> <i>The Little Ships</i> <i>Erika's Story</i> <i>Diary of Anne Frank</i></p>
	T2	<p>Instructions</p> <p>The Blue penguin</p> <p>Non-fiction - Guy Fawkes</p>	<ul style="list-style-type: none"> <li><b>Poetry:</b> list poems; alliteration; rhyme</li> <li><b>Narratives:</b> Stories with familiar themes and patterns (Winter stories)</li> </ul>	<p>Journalistic writing- Escape from Pompeii/ The Roman Record <i>(Links to humanities)</i></p> <p>Narrative: Stories from same author - BFG/Fantastic Mr Fox</p>	<p><b>Instructional text</b> How to ride a broomstick</p> <p><b>Poetry:</b> exploring form and style (alphabet poems, Haiku, Kennings, acrostic)</p>	<p><i>Report Writing</i> Tuesday</p> <p><i>A Christmas Carrot parody</i> <i>Christmas Carol</i></p>	

					<p><b>Non-chronological reports:</b> Walking with Unicorns (Flanimals)</p> <p><b>Information booklet/ leaflet:</b> Victorian Christmas</p>		
T3	<p>Narrative - familiar settings</p> <p>Narrative - seasonal</p> <p>Percy the Park Keeper stories</p>	<ul style="list-style-type: none"> <li><b>Non-fiction:</b> information posters/ non-chronological reports</li> <li><b>Non-fiction:</b> instructions</li> </ul>	<p>Persuasive Writing- Adverts <i>(links to PSHE)</i></p> <p>Poetry: Performance poems, chants and descriptive poems</p>	<p><b>Significant author (The Iron Man - Ted Hughes):</b> Similes Newspaper report Menu Informal letter Narrative poetry</p> <p><b>Persuasive writing</b> (formal letter (to a zoo owner - Hamilton, based on book Zoo')</p> <p><b>Discussion writing</b> Pros and cons of zoos</p>	<p><i>Visual Narrative/ Stories with Flashbacks</i> The Piano</p> <p>Orphans of The Tide (narrative and flashbacks)</p>	<p>Traditional stories - Fairy tales and fables</p> <p>Retelling original traditional tales; planning and writing adaptations</p> <p>Persuasive writing using a formal register</p> <p><b>Little Red Riding Hood Adapted/ Twisted tales</b> <b>Goldilocks and the Three Bears</b> <b>Aesop's Fables</b></p>	
T4	<p>Narrative - Story writing - Aliens love underpants</p> <p>Non-fiction - 1<sup>st</sup> man on the Moon</p>	<ul style="list-style-type: none"> <li><b>Narratives:</b> Fairy tales and traditional tales</li> </ul> <p>SATs Preparation</p>	<p>Narratives: Fairy tales and Playscripts- The Princess and the Pea</p> <p>Instructions - How to trap a Dragon/How to look after a pet Dragon</p>	<p><b>Aesop's Fables</b> (2 weeks) <i>(links to history topic)</i></p> <p><b>Narratives: Greek Myths and Legends</b> (including detailed work on developing characters, settings etc.)</p> <p><b>Discussion writing</b> Should children do housework?</p>	<p><i>Classic Poetry</i> The Highwayman <i>Argument and Debate</i> Various Texts</p>	<p>Traditional stories - myths and legends</p> <p>Newspaper reports</p> <p>Persuasive letters</p> <p>Poetry - The Power of imagery</p> <p>Non-fiction - explanatory texts</p> <p><b>The Flying Dutchman</b> <b>Refugee literature</b> (linked to KRAN)</p>	

	T5	<p>Descriptive writing Tortuga</p> <p>The Invisible Dog Gone</p> <p>Poetry - rhyming words. The Rhyming Rabbit.</p>	<ul style="list-style-type: none"> <li><b>Narratives:</b> Fairy tales and traditional tales</li> <li>SATs Preparation</li> <li>SATs + animal project</li> </ul>	<p>Reports- Wolves in the Walls/ Wolves/ Walking with Wolves</p> <p>Descriptive narrative - Beowulf (Links to humanities)</p>	<p><b>Poems on a theme (nature)</b> (Hamilton trust)</p> <p><b>Magic</b> Magic Box / Magic Door</p> <p><b>The Present by Jacob Frey</b> Diary writing Information text</p> <p><b>Persuasive writing</b> Letter to Mr Way - why they should be allowed a school pet</p> <p><b>Pet care leaflets</b></p>	<p><i>Myths &amp; Legends</i> Beowulf</p> <p>(links to history)</p>	<p>Revision prior to SATs</p> <p>Descriptive writing: Mythical creatures</p> <p>Extended narratives</p> <p>Biographies</p> <p>Instructions</p> <p><b>The Tale of Three Brothers</b> <b>George's Marvellous Medicine</b></p>
	T6	<p>Non chronological reports - local area</p> <p>Descriptive writing - The Barnabus Project Conker the Chameleon</p>	<ul style="list-style-type: none"> <li><b>Narratives:</b> Adventure stories</li> <li><b>Non-fiction:</b> Information books and reports</li> <li><b>Poetry:</b> following the structure of a poem</li> </ul>	<p>Stories from Other Cultures - The Great Kapok Tree, The Shaman's Apprentice, Tin Forest (Links to humanities, art and music)</p> <p>Modern Fiction - Diary of a Killer Cat</p>	<p><b>Modern Fiction</b> The Chicken Gave it to me</p> <p><b>Narratives / adventure stories</b> Mr Benn stories</p> <p><b>Writing for enjoyment:</b> Mr Men books</p> <p><b>Writing for enjoyment:</b> Free writing</p>	<p><i>Texts from our literary heritage/Story-telling and Play scripts</i> Shakespeare- Twelfth Night, Macbeth, Hamlet</p>	<p>Extended narratives</p> <p>Information texts, persuasive adverts</p> <p>Nonsense poetry &amp; performance poetry</p> <p>Plays - end of year production</p> <p><b>The Witch's Brew</b> <b>On the Ning Nang Nong</b></p>
Numeracy							
Numeracy	T1	<p>Number - Number and place value Number - Addition and subtraction</p>	<ul style="list-style-type: none"> <li>Place value</li> <li>Comparing numbers with greater than/less than signs</li> <li>Reading and writing numbers in numerals and words</li> <li>Counting in equal sets</li> </ul>	<p>Number and Place Value- reading and writing digits up to 3 digit numbers, partitioning numbers in different ways, compare and order numbers, find 10 or 100 more or less than a given number</p>	<p>Place value up to 100,000</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Find 10, 100, 1000 more or less than a number</p>	<p>Coordinates</p> <p>Translation</p> <p>Place value</p> <p>Read Roman numerals to 1000</p> <p>Addition and subtraction</p> <p>Word Problems</p> <p>Angles</p>	<p>Place value up to 10 000 000</p> <p>Value of decimal digits</p> <p>Order and compare decimal numbers</p> <p>Multiply and divide by 10, 100 and 1000</p> <p>Rounding</p> <p>Long multiplication</p>

			<ul style="list-style-type: none"> <li>- Addition &amp; Subtraction</li> </ul> Measures: Money	Mental addition and subtraction of numbers, column addition and subtraction of numbers  Geometry - Properties of Shape	Order and compare numbers Rounding Column addition & subtraction Roman numerals Distributive law to multiply numbers		Conversion of units of measure Decimal multiplication Co-ordinates - 4 quadrants Translation of shapes Reflection Negative numbers
	T2	Number - Number and place value Number - Addition and subtraction	<ul style="list-style-type: none"> <li>- Measures: Money</li> <li>- 2D and 3D shapes</li> <li>- Multiplication; arrays</li> <li>- Division</li> <li>- Odd and even numbers</li> </ul>	Column method for addition and subtraction  Multiplication and Division- recall facts for 2, 3, 4 and 8 times tables, grid method multiplication, bus stop division  Measures - length -time	Multiply amounts of money Multiply 3 numbers together Count in tenths and hundredths Decimal equivalents to tenths and hundredths Recognise and show, using diagrams, families of equivalent fractions Formal multiplication methods	Prime numbers Multiples and factors Multiplication and division Parallel lines Place value 2D and 3D shapes Measures including time Square and cube numbers	Long division Fractions - simplifying, comparing and ordering Fractions - multiply, divide, add & subtract Parts of a circle Angles at a point, on a straight line and vertically opposite Missing angles 2D shapes - draw, compare and classify Recognise, describe and build simple 3-D shapes, including making nets
	T3	Number Multiplication and division Number - Fractions Measurement	<ul style="list-style-type: none"> <li>- Statistics and data handling: bar charts, block graphs, pictograms, Venn diagrams, Carroll diagrams, Tally charts</li> <li>- Shape: symmetry</li> <li>- Place value &amp; partitioning</li> <li>- 4 operations: Missing number problems</li> </ul>	Multiplication and Division- develop formal written methods  Fractions-recognise and name unit and non-unit fractions, count in tenths, recognise equivalent fractions, add and subtract fractions with the same denominator  Statistics- pictograms, bar charts, tables and charts	Triangles and quadrilaterals Symmetry Co-ordinates Translation Negative numbers Short division Round decimals Compare decimal numbers to 2dp Angles	Interpreting line graphs Fractions Decimal numbers Addition and subtraction of decimals Fractions Percentages	Fractions associated with division and decimals Calculation of percentages Equivalence between fractions, decimals and percentages Line graphs Area of parallelograms and triangles Order of operations (BODMAS) Volume Area and perimeter

	T4	<p>Number Multiplication and division Number - Fractions Measurement</p>	<ul style="list-style-type: none"> <li>- Fractions</li> <li>- Addition and subtraction problems</li> <li>- Multiplication and division problems</li> <li>- Measures: Time</li> <li>- Measures: Length and Mass</li> </ul>	<p>Addition and Subtraction- formal written methods and word problems</p> <p>Multiplication and Division- Expanded method for multiplication and short division including word problems</p> <p>Measures including: Time &amp; weight</p>	<p>Dividing by 10 and 100 Measurement conversions Written calculation review Perimeter and area</p>	<p>Measures Coordinates Reflections and translations Interpreting line graphs Fractions</p>	<p>Averages Ratio Scale factor Algebra Decimal division Measures - time / timetable problems Problem involving money Factors, multiples and prime numbers Pie charts Revision FDP</p>
	T5	<p>Number and calculation Geometry - Properties of shapes Geometry - Position and direction</p>	<p><i>SATS this term</i></p> <ul style="list-style-type: none"> <li>- Problem solving with the four operations</li> <li>- Geometry: Position, direction and turns</li> </ul>	<p>Fractions- Recognise and name unit and non-unit fractions, find equivalent fractions, add and subtract fractions with the same denominator, find fractions of numbers and quantities, compare and order fractions</p> <p>Measures including capacity</p>	<p>Revisit number calculation work Money - estimate, compare and order Measure and money problems Times tables Addition and subtraction 2 step problems Number revision: prime numbers, odd and even, times tables</p>	<p>Area and Perimeter Line graphs Converging graphs Sequences Fractions, decimals and percentages Problem solving using graphs</p>	<p>Revision</p>
	T6	<p>Number and calculation Geometry - Properties of shapes Geometry - Position and direction</p>	<ul style="list-style-type: none"> <li>- Fractions: Equivalent fractions</li> <li>- Measures: Money (finding change)</li> <li>- Measures: Capacity and temperature</li> <li>- Measures: Time</li> </ul>	<p>Place Value - Read and write numerals to 1000, order and compare numbers</p> <p>Addition and Subtraction- formal written methods and word problems</p> <p>Multiplication and Division- Count forwards and back in steps of 4, 8, 50 and 100, expanded</p>	<p>Time - 5 minute and 1 minute intervals Time - 12 and 24 hour clock Time word problems MTC check Revision and consolidation Investigation activities</p>	<p>Prime numbers, factors and multiples Place value Multiplication and division Ratio Measures</p>	<p>Real life maths</p>

				<p>method for multiplication and short division including word problems</p> <p>Money</p> <p>Geometry- symmetry and angles</p> <p>Statistics- pictograms and bar charts</p>			
<p><b>Science</b></p> <p>Biology</p> <p>Chemistry</p> <p>Physics</p>	T1 & T2	<p>*Names of wild and garden plants</p> <p>* Names of trees</p> <p>*Names of birds, fish, amphibians, reptiles, mammals, invertebrates</p> <p>*Every day materials</p> <p>*Parts of the human body</p> <p>*Light - name sources</p> <p>*Sound</p> <p>*Electricity - common appliances</p> <p>* Electricity - simple series circuit</p>	<p>*Common garden plants; wild plants</p> <p>*Animal groups</p> <p>*Carnivores, herbivores, omnivores</p> <p>*Light</p> <p>*Categorising sounds</p> <p>*Changing materials</p> <p>*Animals, including humans, and their offspring</p> <p>*Living, dead and never been alive</p> <p>*Electricity: electrical appliances; exploring circuits</p> <p>*Forces: pushing objects</p>	<p>Plants</p> <p>Seed dispersal</p> <p>Food chains</p> <p>Water cycle</p> <p>Contact forces</p> <p>Light and dark</p> <p>Solar system</p> <p>Day and night</p> <p>Types of rocks</p> <p>Types of soil</p> <p>States of matter</p> <p>Sound</p> <p>Electricity</p> <p>Nutrition</p> <p>Name forces</p>	<p>*Structure of plants</p> <p>*Food chains</p> <p>*Evaporation</p> <p>*Friction</p> <p>*Light</p> <p>*Earth in space</p> <p>*Rocks and soils</p> <p>*Solids, liquids and gases</p> <p>*Sound</p> <p>*Electricity</p> <p>*How humans and plants obtain their food</p>	<p>*Adaptation and life processes</p> <p>*Drawing and describing life processes of mammal, amphibian, insect and a bird.</p> <p>Reproduction in plants and some animals.</p> <p>*Magnets</p> <p>*Light</p> <p>*Movement of Earth</p> <p>*Forces and motion</p> <p>*Changes of state</p> <p>*Electricity</p> <p>*Materials</p> <p>*Rocks</p>	<p>-Compare and contrast the way different plants and animals have adapted to their environments</p> <p>-Understand the theory of human evolution</p> <p>-Similarities and differences between life cycles of different animal groups</p> <p>-Animal reproduction and offspring</p> <p>-Life processes</p> <p>-Light</p> <p>-Earth, the sun and the solar system</p> <p>-Magnets and magnetic poles</p> <p>-Electrical circuits</p> <p>-Forces and movement for a working mechanism</p> <p>-Experiments with materials</p> <p>-Reversible changes of state</p>

	T3 & T4	<ul style="list-style-type: none"> <li>*Flowering plants</li> <li>*Structure of trees</li> <li>*Carnivore, herbivore, omnivore</li> <li>*Sound - ears</li> <li>*Electricity - experiment with simple series circuits</li> <li>*Properties of everyday materials</li> <li>*Light - explain how we see things</li> <li>*Describe and compare structure of birds, fish, amphibians, reptiles, mammals, invertebrates</li> <li>*Describe and name the offspring and growth of animals and humans into adulthood</li> <li>*Name sources of food</li> </ul>	<ul style="list-style-type: none"> <li>*Categorising plants</li> <li>*Structural features of flowering plants</li> <li>*Mammals and amphibians</li> <li>*Comparing foods that animals need</li> <li>*Categorising animals/plants</li> <li>*Grouping materials and their properties</li> <li>*Position of the sun and what this tells us about the time of day</li> <li>*Weather and patterns for the four seasons</li> <li>*Electricity</li> <li>*Experimenting with friction/ slope/ movement related to a rolling object</li> </ul>	<ul style="list-style-type: none"> <li>Classification</li> <li>Sound</li> <li>Light and dark</li> <li>Reflection</li> <li>Magnets</li> <li>Earth, sun and moon</li> <li>Soil formation</li> <li>States of matter</li> <li>Inheritance</li> <li>Electricity</li> <li>Nutrition</li> <li>Human skeleton</li> <li>Muscles</li> <li>Pollination</li> </ul>	<ul style="list-style-type: none"> <li>*Features of animals and plants</li> <li>*Sound</li> <li>*Shadows</li> <li>*Magnets</li> <li>*Light - reflection</li> <li>*The moon and tides</li> <li>*Soils and fossils</li> <li>*Resemblances between humans (inheritance)</li> <li>*Series circuits</li> <li>*Function and types of teeth</li> <li>*Muscle movement</li> </ul>	<ul style="list-style-type: none"> <li>*Changes of human body</li> <li>*Healthy diets</li> <li>*Sound</li> <li>*Electricity</li> <li>*Light</li> <li>*Moon and Earth</li> <li>*Classification</li> <li>*Living things</li> <li>*Electricity</li> <li>*Rocks</li> <li>*Forces</li> </ul>	<ul style="list-style-type: none"> <li>-Appearance and changes in children and adults</li> <li>-The human body: Exercise and diet</li> <li>-Animals: classification keys</li> <li>-Living things and their offspring</li> <li>-Sound</li> <li>-Changing components in electrical circuits</li> <li>-Light</li> <li>-Earth and the moon</li> <li>-Forces and friction</li> <li>-Changing materials</li> <li>-Properties of everyday materials</li> </ul>
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	T5 & T6	<ul style="list-style-type: none"> <li>*Compare things that are living, dead and never been alive</li> <li>*Observe animals and plants in their natural habitat (weeks 2-5)</li> <li>*How solid objects can be changed by squashing, bending, twisting and stretching</li> <li>*Shadows</li> <li>*Discriminate between similar sounds</li> <li>*Electricity - experiment with simple series circuits</li> <li>*Push and pull objects</li> </ul>	<ul style="list-style-type: none"> <li>*Similarities and differences in growth of seeds and bulbs</li> <li>*Reviving plants in different conditions</li> <li>*How is the sense of touch important to a blind person?</li> <li>*Healthy eating &amp; exercise:</li> <li>*Suitable habitats for animals and plants</li> <li>*Food chains for herbivores and carnivores</li> <li>*Properties of materials</li> <li>*Organising images/ objects related to seasons</li> <li>*Different animal habitats</li> <li>*Similarities and differences between parents and their offspring</li> <li>*Comparing movement of a remote control car and a helicopter drone</li> </ul>	<ul style="list-style-type: none"> <li>Shadows,</li> <li>Electricity</li> <li>Magnets</li> <li>Phases of the moon</li> <li>Habitats</li> <li>Materials and their properties</li> <li>Electrical conductors and insulators</li> <li>Fossils</li> <li>Digestive system</li> <li>Adaptation</li> </ul>	<ul style="list-style-type: none"> <li>*Parts of a flower</li> <li>*Shadows</li> <li>*Components in a circuit</li> <li>*Magnets (2 weeks)</li> <li>*Changes to habitats</li> <li>*Igneous and sedimentary rocks</li> <li>*Temperature and states of matter (2 weeks)</li> <li>*Fossils</li> <li>*Digestive system and nutrition</li> <li>*Adaptation</li> </ul>	<ul style="list-style-type: none"> <li>*Circulatory system</li> <li>*Diet and nutrients</li> <li>*Circulatory system</li> <li>*Shadows</li> <li>*Space</li> <li>*Classification</li> <li>*Animals and their environments</li> <li>*Rocks and fossils</li> <li>*Soluble and non-soluble materials</li> <li>*Soil</li> </ul>	<ul style="list-style-type: none"> <li>-The human body: Human circulatory system, veins, arteries, capillaries, transportation of water and nutrients</li> <li>-Classifying living things</li> <li>-Shadows and the seasons</li> <li>-Space and gravity</li> <li>-Solutions</li> <li>-Fossils</li> </ul>
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<b>Digital Citizenship</b>	T1	Pause for People	How Technology Makes you Feel	Device-Free Moments	Your Rings of Responsibility	My Media Choices	Finding my Media Balance
	T2	Media Balance is Important	Pause for People	Putting a STOP to Online Meanness	The Power of Words	Be a Super Digital Citizen	Is it Cyberbullying?
	T3	Device Advice- Why we Pause for People	Device Advice- Our Device Charter	Who is in your Online Community?	Our Digital Citizenship Pledge	Keeping Games Fun and Friendly	Digital Friendships

	T4	Media Balance is Important- Quick Bite	Device Advice- Managing Device Distractions	We the Digital Citizens Digital Trails	Is Seeing Believing?	A Creator's Rights and Responsibilities	Reading News Online
	T5	Safety in my Online Neighbourhood	Internet Traffic Light	That's Private!	Password Power-Up	Private and Personal Information	You Won't Believe This!
	T6	Device Advice- Caring for Our Devices	Pause for People- Quick Bite	We the Digital Citizens Digital Trails	This is Me	Our Online Tracks	Beyond Gender Stereotypes
Computing	T1	<b>We are TV Chefs 1.2</b> <b>iPads iMovie</b>  Technology around us- (school/home and work place) Day in your life technology we meet.	<b>We are photographers 2.3</b> <b>Pic Collage App</b> <b>Photo Simple</b> <b>Editing in Photostory 3</b>	<b>We are communicators 3.5</b> Email DB Primary How email works  <b>Word processing-</b> poster to attach to e-mail. Links to Romans. <b>Adding text boxes and arrows. Adding a title. Adding an image.</b>	<b>We are musicians 4.3</b> <b>2 Simple Music Toolkit</b> <b>Garage Band App</b> <b>Jelly Band App</b> <b>Isle of Tune</b>	<b>We are Bloggers 5.5</b> <b>DB Primary</b> <b>(3 weeks)</b>  <b>E-mail as collaboration tool, sending pictures as attachments, sending e-mails to more than one person, forwarding to other people.</b>	<b>2 Code-</b> Gibbon level  <a href="#">Star Wars Java</a>
	T2	Typing skills <b>2Type</b> <b>upper and lower case</b> <b>space bar</b> <b>return key</b> <b>shift key for capital letter</b> <b>printing using Print icon</b>	<b>Typing skills</b> <b>changing font and style</b> <b>changing font colour</b> <b>printing using print icon</b> <b>adding simple pictures with support.</b>  <b>Letter to Father Christmas?</b>	<b>Touch typing</b> <b>(3 weeks)</b>  <b>Word processing-</b> selecting text and changing font style, size and colour. <b>Use bold and underline icons.</b>	<b>Repeating patterns</b> <b>Frozen Hour of code</b> <b>Scratch</b>  <b>Repeating patterns in 2 Paint a Picture. (Link to Victorians and art (William Morris))</b> <b>Refer to 5.3 we are artists for ideas.</b>	<b>How search engines work</b> <b>Bing it on</b>  <b>PowerPoint</b>  Control and Simulating <a href="#">Combination lock</a> Alarms	Reality of the WWW Plagiarism Copyright Bias Validity <a href="#">All About Explorers</a> , <a href="#">Tree Octopus</a> , <a href="#">Dog island</a> , <a href="#">AlleyK@tz</a> <a href="#">Flying Penguins</a>
	T3	<b>Digital Painting</b> <b>2 Paint a Picture</b> <b>Paint Projects Purple</b> <b>Mash</b>	<b>We are Zoologists 2.6</b> <a href="#">Sorting Games</a>  <a href="#">Purple Mash</a> <b>2 Count (IVT)</b>	<b>We are Opinion</b> <b>Pollstars 3.6</b> Look at surveys in the real world. What kind of questions? Create a survey using DB Primary	<b>Controlling and Simulating</b> <b>BBC Micro:bit</b> <b>Games Projects</b>  <a href="#">Touch typing (other children)</a>	<b>We are Game developers</b> <b>5.1.</b> <b>2 DIY Purple Mash</b> <b>Scratch/Kodu</b>	We are Animators <b>ZU3D</b>

			Take own photos download and produce graphs. <b>2 Graph</b> based on survey Simple Graph in	Look at a range of graphs. Use survey results to create graphs.  Purple Mash and Google Sheets/Forms			
	T4	<b>Robots</b> <b>Beebots</b> <b>Beebot App</b> <b>Daisy The Dinosaur APP</b> <u>What is code?</u>	<b>We are Researchers</b> 2.4 <b>2Connect</b> to note take and present <b>Microsoft word</b> skills and poster on Leeds Castle.  Different size of storage (Mb.GB etc)	<b>We are Programmers</b> 3.1 <b>Scratch</b> <b>2Code-</b> Chimp level	<b>Hyperlinks</b>  <u>Welcome to the Web</u>	<b>We are Architects 5.6</b> Ikea/homebase Google Sketchup <u>Plan your room</u> <u>Minecraft hour of code</u>  5d Planner	<b>We are musicians</b>  <b>Garage Band</b>
	T5	<b>Digital Storytellers</b> <b>Photostory 3</b> (Poem, how plants grow) <b>Powerpoint</b> <b>2Create a Story</b> <b>Creating Ebooks</b>	<b>We are Astronauts 2.1</b> <u>What is an Algorithm?</u> <u>What is a bug?</u> <b>Scratch Junior App</b> <b>2 Code Chimp</b> (First few)	<b>Animation stop</b> <b>Frame Animation</b> <b>ZU3D</b>	<b>We are meteorologists 4.6</b> <b>Google Sheets</b> (link to geography topic on local area)  Link to statistics work in maths.	<b>Spreadsheets</b> <u>Junior Computer Science</u>  Google Sheets	Programming and Coding Micro:bit <u>Data Handling Project</u>
	T6	<b>Animation Programming</b> Scratch junior/basic code	<b>We are Game Testers</b> 2.2 <b>Create a 3D Maze Game-Purple Mash</b>  <b>Scratch</b> Tell a joke (basic movements)	<b>Programming</b> <b>Micro:bit</b> <u>First lessons and introduction to Micro:bit</u>	<b>We are co-authors</b> 4.5 <b>Wikis</b> <b>DB Primary</b>  <b>Controlling and Simulating</b> <b>Micro:bit</b> <b>Radio games</b>  <b>DB Primary</b>	<u>How networks and search works.</u> <u>Technician talk</u> <u>Adapt 3.4 we are network engineers.</u>  Programming <u>Musical Micro:bit</u>	Multimedia Tour of the School Memories of BUB PowerPoint/MovieMaker/ Photostory/Audacity ZU3D IPAD apps etc
<b>Geography &amp; History</b>	T1			Stone Age			

		Changes within living memory: toys	The Great Fire of London	Roman Empire and its impact on Britain (Trip to Roman Museum Canterbury)	The Victorians (links to local area - history of the school, Boughton walk, trip to Kent Life)	Earliest civilisations Ancient Egypt	Local history study: <b>WWII</b> Battle of Britain & Dunkirk Evacuation (trip to Dover Castle War tunnels & Spitfire museum OR WWII theme day at Kent Life)
	T2	Significant historical events, people and places in their own locality - Guy Fawkes and the bonfire plot	Around the World in 80 days	Roman Empire and its impact on Britain			
	T3	UK Weather - seasonal and daily (look at local weather)	Living in the freezer (investigating polar environments)	Natural disasters - earthquakes, volcanoes, mountains etc.	All around the World	Coasts (trip to Tankerton)	Climate zones and biomes
	T4	The lives of significant people The first man on the moon - Neil Armstrong	Henry VIII & Elizabeth II (trip to Leeds Castle)	Italy Today	Ancient Greece	Rivers	North American country study - human and physical geography
	T5	Characteristics of the four UK countries	Tea Farming in Kenya (Kenyan village focus) (comparative study)	Britain's Settlements by Anglo Saxons and Scots.	Study a region of the UK - Boughton & Faversham (links to local area) (trip to Faversham and Boughton for fieldwork)	The Vikings (Map reading skills trip to Whitstable)	Non-European Society providing contrast with British History - The Maya
	T6	Local area - school and local area	Seaside Holidays (links to local area -trip to Herne Bay)	Amazon Adventures - rainforests		European country study: Scandinavia	Fieldwork Project (Outdoor learning in local area)
<b>RE</b>	T1	1.7 What does it mean to belong to a faith community? (LIVING)	<b>CHRISTIANITY (METHODISM)</b> <i>Who is a Methodist and what do they believe?</i>  - Who started Methodism?	L2.7 What does it mean to be a Christian in Britain today? (LIVING)	L2.6 Why do some people think that life is like a journey and what significant experiences mark this? (EXPRESSING)	What does it mean to be a Methodist in Britain today? (LIVING)	<b>U2.7 What matters most to Christians and Humanists?</b>  - Humanist views: - Why do people do good and bad things?

			<ul style="list-style-type: none"> <li>- Gospel Story (Horse - SW)</li> <li>- Why was Methodism started?</li> </ul> <p>(BELIEVING)</p>	<ul style="list-style-type: none"> <li>- How does a Christian celebrate Christmas</li> </ul> <p>Historic celebrations e.g. Rosa Parks, Martin Luther King, Corrie Ten Boom</p>			<ul style="list-style-type: none"> <li>- Are we a mixture of good and bad? What is Humanism by Michael Rosen &amp; Anne Marie Young</li> <li>- Should Humanists celebrate Christmas?</li> </ul> <p>(LIVING)</p>
T2	1.1 Who is a Christian and what do they believe? Why does Christmas matter to Christians? (BELIEVE)	<p><b>CHRISTIANITY &amp; JUDAISM</b></p> <p>1.4 How can we learn from sacred books?</p> <ul style="list-style-type: none"> <li>- Look at different books that may be special to you.</li> <li>- Focus on treatment of the Bible and The Torah</li> </ul> <p>(BELIEVING)</p>		L2.8 What does it mean to be a Hindu in Britain today? (LIVING)	U2.1 Why do some people think God exists? (BELIEVING)		
T3		<p><b>JUDAISM</b></p> <p>Changed to: 'Who is Jewish and what do they believe?'</p> <p>1.6 How and why do we celebrate special and sacred times?</p> <p>(Learn about the significance of festivals to the Jewish way of life - Passover; Shabbat; Pesach; Hanukah; Sukkot.)</p> <p>(EXPRESSING)</p>	L2.2 Why is the Bible so important for Christians today? (BELIEVING) -Special stories, e.g. creation. -Build up to Easter	L2.3 Why is Jesus inspiring to some people? (BELIEVING)	U2.2 What would Jesus do? (BELIEVING)	<p><b>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</b></p> <ul style="list-style-type: none"> <li>- How do people express their spiritual beliefs through art, music and theatre.</li> </ul> <p>(EXPRESSING)</p>	
T4	1.6 How and why do we celebrate special and sacred times? (Christianity) (EXPRESSING)	<p><b>CHRISTIANITY (METHODISM)</b></p> <p>1.8 How should we care for others and the world, and why does it matter?</p>	L2.5 Why are festivals important to religious communities? (EXPRESSING) - Holy Week		U2.4 If God is everywhere, why go to a place of worship? (EXPRESSING)	<p><b>U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?</b></p> <p>(LIVING)</p>	

			Link with Methodism People known in area who help others. (JCW)  (LIVING)	-Diwali			
	T5	1.5 What makes some places sacred? (EXPRESSING)	<b>ISLAM</b>  1.2 Who is a Muslim and what do they believe?  - What does God mean to you? - What do Muslims believe about God - Identify significant objects to Muslims. -Share stories about how Muslims think of God: Muhammad and the Cat; The story of the two brothers.  (BELIEVING)	L.2.4 EXPRESSING Why do people pray? - How and when do people pray: choose a religion to compare with Christianity.	L.2.5 Why are festivals important to religious communities? (EXPRESSING)	U2.6 What does it mean to be a Muslim in Britain today? (LIVING) <i>(visit to Canterbury Mosque)</i>	
	T6			L.2.1 What do different people believe about God? BELIEVING. - Christian focus and compare with Hindus.	L.2.9 What can we learn from religions about deciding what is right and wrong? (LIVING)		<b>U2.3 What do religions say to us when life gets hard?</b> Potential Research Project/ Presentation into one religion Visitors - How has your religion affected your life decisions? Hold class debate hosted by children/ interviewed by children. (BELIEVING)  <i>(potential visit to Gurdwara)</i>
<b>Art &amp; Design</b>	T1	Art, Craft and Design 3D modelling	Artwork around the Great Fire of London (Work for early display)	Stone Age art  Pattern making/ Roman mosaics  <i>(links to humanities)</i>	Artist focus: <b>Sandra Silberzweig</b> (soft and oil pastel work)  Sketch book work - portraits	Canopic Jars (clay) -3 lessons <i>(links to history)</i>	Silhouette art (WWII/ Blitz theme)
	T2	Art, Craft and Design Painting Famous artist	Autumn artwork (links to literacy) Leaf rubbings/ leaf prints (pop art style)  + papier mache globes to link with geography topic	The Colour Wheel  Musical Interpretation	<b>William Morris</b> - Printing using polystyrene sheets, rollers and printing inks  Sketch book work	Portraits <b>Picasso</b> <i>(links to history)</i>	

	T3	Art study - Drawing and sketching	Sculpture Clay, 3D modelling  <i>Link to animals in science/ penguins work in geography and literacy</i> <i>Toft porcelain Pottery?</i>	Cat Collage		Seascapes (watercolours) <b>Hokusai</b> (links to geography)	Willow pattern
	T4		Artist(s) Study  <i>Van Gough</i> <i>Painting/ Pastels</i> <i>Starry night</i>  <i>+ one other artist to be decided</i>	Sketching - packages (Links to humanities)	Greek pots using clay  (links to History topic)		Optical illusions
	T5	Painting and Drawing Pastels, chalks	Painting and Drawing Explore shade and tone using pencil effects, charcoal, pastels, chalk paint, watercolour.  <i>Link to geography topic, e.g. Boughton and African village/ African animals skin patterns/ African sunset etc.</i>	Clay Flower Tile		Viking Art (knots, jewellery, boats)  (links to history)	Artist study: Tania Wight Fractured landscapes project
	T6		Seaside Artwork (links with literacy)	Rainforest Paintings. Henri Rousseau study. (water colours, sketching) (Links to literacy, music and humanities)	<b>Landscapes</b> Clarice Cliff <b>Hot and cold</b> (drawing and painting) (links to geography topic)		Mayan themed art - mandalas & masks
<b>Design &amp; Technology</b>	T1		Design and Make Explore and use mechanisms (e.g. levers, sliders, wheels and axles)  <b>Moving vehicles- Fire Engines for Great Fire of London</b>				

	T2		Art, Craft and Design Dyeing, binca, embroidery <b>Making a Christmas decoration/gift</b> <b>Sewing</b>		Design, make and evaluate: <b>Bridges</b> (structures)		Make do and Mend WWII project (Tote bags)  Cooking & nutrition: Ration recipes
	T3			Sewing - Book sleeve	<b>Textiles</b> Monster / flanimal toys		
	T4	Moving Books		Packaging (links to humanities)		Cam Toys (mechanical systems)	
	T5	Cooking and Nutrition Understand where food comes from		Snack Attack (Cooking/making healthy snacks) (link to PSHE)	Cooking and nutrition <b>Bread</b>		
	T6		Design and Make  <b>Building lighthouses</b>  Cooking and Nutrition (Use the basic principles of a healthy and varied diet to prepare dishes).			Purses (textiles)	Cooking and nutrition: Prepare and cook own lunch
<b>Music</b>	T1	Enjoy Music Appraising / games	<b>London's Burning</b>  Learning and singing rhymes and writing verses with percussion & glockenspiel accompaniments (links to Great Fire of London topic)	Timbre - Oak National Academy	Tuned percussion: recorder	Ukulele	<b>90s Music</b> Exploring music of the decade
	T2	Christmas is calling Nativity Songs	<b>Christmas is calling</b>  Nativity Songs  Christmas Songs/ Carols	Roman Music Exploring Rhythmic patterns (links to humanities, art and literacy)	Tuned percussion: recorder	Ukulele	<b>British Band Study</b> Exploring their music and influence within the music industry
	T3	Lion King	<b>Play that tune</b>	Rhythm - Oak National Academy	Flashback to the 80's	Ukulele	<b>Movie Soundtracks</b> Exploring the impact of

		Various pieces for different moods	Tuned Instruments Glockenspiel				music in visual productions
	T4	Creating Body Percussion Composing	<b>Compose that tune</b>  Tuned Instruments Glockenspiel	Ocarina	Appreciation of music: 'Prokofiev's Peter & the Wolf'	Ukulele	<b>Musicals</b> Exploring rhythm and pattern in musical music
	T5	UK Classics	<b>Sounds of Africa</b> Exploring traditional African music Using percussion, exploring rhythm and tempo, listening to traditional music, identifying instruments etc. Creating and performing African songs using voice and percussion	Ocarina	Tuned percussion: glockenspiel	Ukulele	End of year production Songs for Leavers' assembly
	T6	Playing Music Glockenspiels	<b>Sounds of the Sea</b> Exploring sea shanties Seaside songs in history  Use sea shanties from 'Fisherman's Friend' as a starting point	Samba Music (links to art, literacy and humanities)	Appreciation of music: 'Carnival of the Animals'	Ukulele	

<b>PSCHE</b>	T1	What is the same and different about us?	<b>What makes a good friend?</b>  <b>Relationships</b> Friendship; feeling lonely; managing arguments	How can we be a good friend?	<b>Health and well being</b> What strengths, skills and interests do we have?	What makes up a person's identity?	How can we stay healthy?
	T2	Who is special to us?	<b>What is bullying?</b>  <b>Relationships</b> Behaviour; bullying; words and actions; respect for others	What keeps us safe?	<b>Relationships</b> How do we treat each other with respect?	How can we help in an accident or emergency?	

	T3	What helps us stay healthy?	<b>What jobs do people do?</b>  <b>Living in the wider world</b> People and jobs; money; role of the internet	What are families like?	<b>Health and well being</b> How can we manage our feelings?	What decisions can people make with money?	How can the media influence people?  *How can money affect us?*( <i>optional additional sessions</i> )
	T4	What can we do with money?	<b>What helps us to stay safe?</b>  <b>Health and wellbeing</b> Keeping safe; recognising risk; rules	What makes a community?	<b>Living in the wider world</b> How can our choices make a difference to others and the environment?	How can friends communicate safely?	
	T5	Who helps to keep us safe?	<b>What helps us grow and stay healthy?</b>  <b>Health and wellbeing</b> Being healthy: eating, drinking, playing and sleeping	Why should we eat well and look after our teeth? (links to DT and literacy)	<b>Health and well being</b> How will we grow and change?	How can drugs common to everyday life affect our health?	What will change as we become more independent?
	T6	How can we look after each other and the world?	<b>How do we recognise our feelings?</b>  <b>Health and wellbeing</b> Feelings; mood; times of change; loss and bereavement; growing up	Why should we keep active and sleep well?	<b>Health and well being</b> How can we manage risk in different places?	What jobs would we like?	How do friendships change as we grow?  RSE unit

MFL	T1			Moi (all about me)	On y va! (All aboard)	Bon appetite (healthy eating)	French conversation - Greetings; numbers and weather.
	T2			Jeux et chansons (Games and songs)	L'argent de poche (Pocket money)	Je suis le musicien (I am the music man)	Notre monde (The world around us)
	T3			On fait la fete (Celebrations)	Raconte-moi une histoire (tell me a story)	En route pour l'école (on the way to school)	French conversation - Greetings; colours; parts of the body. Songs in French.

	T4			Portraits	Vive le sport! (Our sporting lives)	Scene le plage (beach scene)	Monter un café (Setting up a café)
	T5			Les quatre amis (the four friends)	Le Carnaval des Animaux (The carnival of the animals)	Le retour de printemps (The return of spring)	French conversation - Greetings; family; how do you write...? (sound of French letters) Commands in the classroom.
	T6			Ca pousse! (Growing things)	Quel temps fait-il? What's the weather like?	Les planets (The planets)	Le passé et le present (Then and now)/ Quoi de neuf? (What's in the news?)
PE	T1	Tennis  Fitness training	Rugby  Multiskills  Dance (Wake & Shake)	Tennis / Invasion games  Fitness / yoga	Invasion games (football / rugby)  Yoga / Fitness	Football / invasion skills  Fitness training / circuits/ cross country	Rugby invasion skills  Fitness and skills assessment for 2 weeks followed by Fitness training/circuits/cross country x 4 weeks
	T2	Playground games  Football skills  Wake Up Shake Up	Ball skills: Basketball/ Handball  Core stability and flexibility  Dance (Wake & Shake)	Cross country / indoor athletics  Wake and shake	Basketball / handball  Wake and shake	Wake and shake  Netball (high 5)	Wake and Shake routines  Netball skills (7 a side ready)
	T3	Keysteps  Athletics	Key steps/mat work/gym  Hockey	Netball / benchball  Key steps	Circuits Indoor athletics  Key steps	Key steps / yoga  Handball / dodgeball	Basketball  Key Steps and Yoga

	T4	OAA Large apparatus	Large gym app Team building/OAA	Team building Large apparatus Tri Golf	Hockey Team building Large apparatus	OAA Team building Large apparatus	Hockey 6 a side Teambuilding and large apparatus
	T5	Yoga / Dance Cricket	Cricket Dance	Athletics Dance	Swimming Athletics Dance	Cricket / rounders - throwing and catching skills Dance	Cricket - kwik cricket and hardball ready Dance
	T6	Dance / largeball Rounders	Dance Large ball rounders Athletics	Cricket /softball OAA	Rounders Cricket Tennis	Athletics Top up swimming Tri golf	Dance/ Rounders Volleyball/ Badminton