



Whole School Curriculum Map - Year B (2022_23)

Year 1 and 2	Autumn Term	Spring Term	Summer Term
Topic	Fire, Fire Great Fire of London, Fire safety, Remembrance Day, St Pauls Cathedral	Welcome to the UK (Farming) Comparing UK – cities, landscape, villages, forests, Capital cities, 4 countries of the UK	Animals (Environmental) Seasonal and daily weather patterns, hot and cold areas of the world, North and South Pole, habitats, carnival of animals, Kenya (possibly look at the rainforest as a habitat)
History	Great Fire of London - Key events in the past Guy Fawkes - Lives of significant individuals	Farming -changes in local area	Geography driver with a focus on how the environment has changed over time
Geography	Locality - Investigate the countries and capitals of the United Kingdom and surrounding seas Deeper learning – counties and landmarks	Investigate the countries and capitals of the UK explore weather and climate in the UK Local area and Farming	World/local maps, atlas and globes compass directions – using a key (deeper learning symbols and aerial photographs) Oceans and continents – investigate the worlds 7 continents and 5 oceans Habitats – Exploring weather and climate in the United Kingdom and one non-European country e.g. Africa
Science Year 1 Key: Main teaching of objective. Pre-teaching/ wider curriculum. Re-visiting / wider curriculum.	Plants – identify and classify Common/wild plants and trees Animals and humans – exercise/food (PSHE) Materials – identify name and describe	Materials - look at practical uses of everyday materials Compare and sort.	Plants – Observe and describe growth and conditions Seeds/bulbs and health plants Habitats – Look at the Suitability of environments Micro habitats Animals and Humans – identify, classify and observe Look at Growth and basic needs Common animals – identify, describe and compare
Year 1 working scientifically	Ask simple questions. Observe closely. With support, perform simple tests. With support, use observations and ideas to suggest answers to questions.		



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Year 2 Key: Main teaching of objective. Pre-teaching/ wider curriculum. Re-visiting / wider curriculum.	Plants –classify and describe their basic structure Animals and humans – exercise/food (PSHE)	Materials – recap practical uses of everyday materials <i>Describe the simple physical properties of a variety of everyday materials</i> Forces - describe basic movements Changing materials eg squashing/squeezing Plants – Observe and describe growth and conditions Seeds/bulbs – growth.	Habitats – Look at the Suitability of environments and at food chains All living things – investigate differences
Year 2 working scientifically	Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.		
Topic links and opportunities to pre teach	Earth and Space – Look at seasonal changes Materials – describe, classify and compare properties and changes Sound – basic understanding of vibration	Farming - Continual to observe changes across seasons Focus on weather with seasons and day length (daylight hours for farmers)	Continual to observe changes across seasons
Art/Design	Share ideas and use experiences as inspiration Explore a variety of techniques Learn about the work of Paul Klee Drawing – lines, textures, fine drawing of London Sculpture – Junk modelling Paint – effect of brushes and sponges for fire/fireworks	Explore a variety of techniques learn about the work of artists and designers Textiles – combine materials. Arrange materials, mix of different textures Collage - backgrounds Digital media – tools, tones, colours, shapes	Share ideas and use experiences as inspiration Explore a variety of techniques Learn about the work of Guiseppe Archimboldo (fruit portraits), botanical art – detailed pictures of fruit/plants Print – using objects (coil, roll) Painting - colour mixing
Design Technology	Structure/s of St Pauls or bridges – build structures, exploring how they can be made stronger, stiffer and more stable Construction	Mechanics - explore and use mechanisms, such as levers, sliders, wheels and axels Digital Media – See milestones	Cooking and nutrition – use knowledge of healthy diet (from Autumn term) to prepare dishes. Understand where food comes from – link to topic



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Computing –	Digital literacy/ Safety Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school Use a QR code		Information Technology Organise, store, manipulate and retrieve data in range of digital formats		Computer Science understand what algorithms are... write and test simple programs use logical reasoning to predict the behaviour of simple programs	
Yr1	Look at different uses of technology Recognise how to keep myself safe online Create digital content and know how to save it Computing networks Word processing – font/colour/size paint		Use search Functions to find information Creating media and digital writing		Beebots Using cards/devices to understand algorithms and sequencing: Sequencing, decomposition, repetition, conditionals, operators, debugging	
Yr2	Safe and respectful use of technology - privacy and security Know how to get help and support when concerned about online content – self image and identify Computing systems and networks edit existing document word processing – build on tools used in Year 1		Yr2 Use search functions effectively - transfer data to a word processing document Create digital content and photography Data and information including pictograms		Use lego and games to deepen understanding	
RE Year 1	How do my senses tell me about the world of religion and belief? Who made the world? Special things in nature	Why is light an important symbol for many religious believers? Why does Christmas matter to Christians?	Why are symbols and artefacts important to some people? Judaism: Remembering the story of the Seder meal at Pseach (Spring Festival). Special Symbols and Objects Focus: Judaism Special words/stories/symbols and objects	Why does Easter matter to Christians?	What does it mean to belong to the Christian community? Focus: Christianity Special places Different ways of gathering in Christian Faith – identify and belonging Our Christian Values	Why do people have different views about the identity of ‘God?’ U.C. Core Unit 1.1.: What do Christians believe God is like? What is Jewish/Islamic view of God – ultimate being.



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RE Year 2	Who created the world? God as provider Judaism: Why is the story of Moses important to Jewish people? Exploring the Jewish festival of Sukkot	How do festivals/celebrations bring people together? Hinduism: The story of Rama and Sita/ Lights at Diwali Judaism: Hannukah and the temple of lights	What does it mean to belong to the Jewish community? Judaism: The festival of Purim (Spring Festival). Shabbat – A special time Special Words and Stories Focus: Judaism Rosh Hashanah and Yom Kippur – Forgiveness and New Beginnings	What questions do religious stories make us ask?	How do people decide what is right/wrong? 10 commandments New commandment – Love one another Focus on our Christian values	What do religious people say God is like? What do Christians believe God is like?
Music – Focus	Vocabulary/World Music		History – Listen and Respond		The Orchestra/Play	
Year 1	Rhythm Three Little Birds Percussion instruments Reggae music		Represent using art Vivaldi - 4 Seasons		Experiment with sounds Pitched Percussion	
Year 2	Pitch Music from around the world African percussion		Short rhythmic patterns Prokofiev – Peter and the Wolf		Use symbols to represent sounds Glockenspiel & Notation	
PSHE - focus	Dreams and Aspirations	Healthy Me	Healthy Relationships	Family Life	Our Wonderful world	Changes
Year 1	Special and safe Part of a class Setting goals	Being unique Rest and sleep Fire safety	Friendships and being a good friend Bad secrets versus good secrets	Families that give us love My home	Belonging to a community Looking after habitats – forest/farmland	Change and loss Life cycles of animals money
Year 2	Class rewards and rules Hopes and fears Being independent	Healthy choices Safe online and offline Fire safety Road safety	Managing different feeling and behaviour Working cooperatively Safe/unsafe touching	Respecting similarities and differences Families and beliefs	Groups and communities locally and across the world Habitats - forest/farmland	Basic body parts Young to old Life cycles of nature Money

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Forest/Outdoor Learning	Learning about hedgehogs learning about badgers (culling badgers – farmers view) Fire Tools		Shelters Ropes		Knowledge Environment	
PE Year 1	Outdoor Throwing and catching Other Forest school	Outdoor Travelling and passing a range of balls Other Forest school	Outdoor Attacking and defending skills Indoor Shapes and balances	Outdoor Health and fitness Indoor Yoga and mindfulness	Outdoor Athletics 8 steps Indoor Dance off	Outdoor Striking and hitting skills
PE Year 2	Outdoor Throwing and catching Indoor Gymnastics	Outdoor Travelling and passing a range of balls Indoor Dance	Outdoor Using space – attacking and defending Tactics Indoor Shapes and balances			



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Year 3 and 4	Autumn Term	Spring Term	Summer Term
Topic	Invasions (Environmental) Vikings & Anglo Saxons Settlements, European links, different climate zones	The Blue Planet (Environmental/World impact) Solar system Water, rivers, Oceans Underwater world Animals, Habitats	Our Country (Farming) Kings, Queens & Castles Kings/Queens - Mountfitchet, Changes throughout history Animals, Habitats, Plants, Trees, Crop rotation, local history, Water cycle, rivers
History	Britain's settlement by Anglo Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England	Geography Driver with a focus of looking at environmental changes over time	A local History Study A study of a theme in British history – changing kings, queens and castles (3 queens)
Geography	Locate countries in Europe – including Denmark and Italy Identify countries where invasions began and how borders/countries have changed over time	Locate the Worlds countries, Locate the geographical zones of the world Understand the significance of the geographical zones of the world	How countries and features have changed over time. Buildings such as Kentwell Hall, Leeds Castle (Motte and Bailey) Fieldwork – mapping, physical geography keys and symbols River study (link with water cycle)
Science Year 3 Key: Main teaching of objective. Pre-teaching/ wider curriculum. Re-visiting / wider curriculum	Animals and Humans Nutrition, Skeleton & muscles Rocks/soils – Compare and group rocks Electricity – look at common appliances	Forces and magnets – Contact and distant forces, attraction and repulsion, comparing and grouping materials Look at poles, attraction and repulsion	Plants - Look at the parts & functions of flowering plants. Requirement of growth, transporting water and seed dispersal. Life cycle of flowering plant Light and seeing – shadows, dark is the absence of light, how the eye sees
Year 3 working scientifically	Ask relevant questions. Set up simple, practical enquiries and comparative and fair tests. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings and labelled diagrams. Report on findings from enquiries, including oral and written explanations.		



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<p>Science Year 4 Key: Main teaching of objective. Pre-teaching/ wider curriculum. Re-visiting / wider curriculum.</p>	<p>Diet and Exercise Look at the Digestive system in humans Teeth Electricity – look at appliances, series circuits, lamps, switches, insulators and conductors</p>	<p>Properties of Materials/States of matter Compare and group, states of matter and changes in state</p>	<p>Habitats Classification, growing things e.g. plants that attract bees/butterflies, herbs, trees from around the world (coniferous). Crop rotation. States of matter - water cycle – evaporation and condensation Animals/Evolution and Inheritance Variety of food chains and survival. Look at the resemblance in offspring changes to the skeleton when you age ie a baby has more bones than an adult (Recap) links to PSHE</p>
<p>Year 4 working scientifically</p>	<p>Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. Identify differences, similarities or changes relate to simple, scientific ideas and processes. Use straight forward, scientific evidence to answer questions or to support their findings.</p>		
<p>Year 3 & 4 topic links and opportunities to pre teach Key: Main teaching of objective. Pre-teaching/ wider curriculum. Re-visiting / wider curriculum.</p>	<p>Sound (link to music) Look at sources and how sounds are made, how it travels(Yr 3 pre-teach)</p>	<p>Evolution and Inheritance - adaptation to environments (pre-teach – linked to environmental) Habitats - Changing environments pose danger to living things Recap naming plants (revision – From Yr1 and link to environmental changes) Earth and Space – Explain night and day(Yr 4 revisit)</p>	
<p>Art/Design</p>	<p>Use Experiences, other subjects across the curriculum and ideas as inspiration for artwork Develop and share ideas in a sketchbook and in finished products Improve mastery of techniques – See milestones Learn about great artists, architects and designers in history</p>		



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	<p>Drawing – fine detail of lines, show 3D element of objects, mark making</p> <p>Sculpture – paper Mache techniques or wood carving - Celtic pattern</p> <p>Artist – ancient Viking art styles – repeating patterns</p>	<p>Textiles – stitches, weaving, quilting and gathering materials</p> <p>Digital - Mix textures on digital media for effect</p> <p>Collage – layering effects for water</p> <p>Artist focus – Houkurai: The great wave of Kangawa, Monet - water lilies</p>	<p>Print – William Morris fabric designs – patterns in nature</p> <p>Painting – portrait artists</p> <p>Artist – Van Gogh, Davinci, Modigliani</p>
<p>Design Technology</p> <p>Year 3</p> <p>Year 4</p>	<p>Construction – use mechanical systems in their products such as pulleys, levers and linkages</p>	<p>Materials – See milestones/throughout</p> <p>Textiles – See milestones</p> <p>Linked through Art</p>	<p>Food/Cooking - pastries - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (revise Autumn PSHE)</p> <p>Structures (Bridges) Mechanics - apply their understanding of how to strength, stiffen and reinforce more complex structures - Forest school</p> <p>Computing – apply their understanding of computing to programme, monitor and control their products</p>
<p>Computing</p> <p>Year 3</p> <p>Year 4</p>	<p>Digital literacy/ Safety</p> <p>Online relationships & safety (privacy & security)</p> <p>Use Powerpoint and basic functions</p> <p>respect individuals and intellectual property using technology responsibly</p> <p>Connecting systems and networks</p> <p>Stop motion</p>	<p>Information Technology</p> <p>Organise, store, manipulate and retrieve data in range of digital formats</p> <p>Excel</p> <p>use search engines effectively</p> <p>digital photography</p> <p>create a google document</p> <p>Describe how internet search engines find and store data;</p> <p>create a google sheet using search functions</p>	<p>Computer Science</p> <p>understand what algorithms are...</p> <p>write and test simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>Scratch programming -</p> <p>Create an algorithm</p> <p>Scratch programming -</p> <p>Create an algorithm using repetition and variables, coding</p>



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RE Year 3	What do Christians and Hindus learn from their Creation stories? Hinduism: Hindu Creation Stories: Brahma	Why do people have different views on the idea of God? What is the Trinity? Hinduism: Brahman and the Aum symbol	What does it mean to be a Hindu in daily life? The Home Shrine and Puja (Worship) in the Home Hinduism: Living as a Hindu	Can kindness/love change the world?	What is the Bible and how to people interpret it? Include Pentecost, modern day parables, verses used in our Christian values	How do Synagogues give Jewish people a sense of identity and belonging? Judaism: The Synagogue parts
Year 4	What kind of world should we live in?	How do Christians express their religious beliefs in modern Britain and across the world? Link to other schools/churches.	Where do Hindu beliefs come from? Hinduism: The Trimurti-Features of the Mandir and congregational Puja Hinduism: Living as a Hindu	What does Sacrifice mean?	When Jesus left, what was the impact of Pentecost?	What happens in the life of Jewish people? Judaism: Sefer, Torah, The Synagogue part b
Music – focus	Vocabulary/World Music		History – Listen and Respond		The Orchestra/Play	
Year 3	Dynamics and Tempo British Folk Music		Use musical words Grieg – Peter Gynt		Listen with attention to detail Woodwind and Notation	
Year 4	Timbre and Genre Modern Music		Pulse, Rhythm, pitch and dynamics The Planets - Holst		Play clear notes and use repeating patterns Recorder and notation	
MFL Year 3	All about me Numbers	School equipment Colours	My body Animals	Food Shopping	Time Sports	French traditions and landmarks consolidation of vocabulary
Year 4	All about Me European countries	School My emotions			Time Holidays	French speaking countries Consolidation of French Vocabulary



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PSHE	Dreams and Aspirations	Healthy Me	Healthy Relationships	Family Life	Our Wonderful world	Changes
Year 3	Growth mindset Feelings and managing School rules	Balance diet Bad habits Self care inc screen time Basic emergency aid Staying safe at the park	Friendships – being kind Team work	Families and commitment to faith	Looking after our world Rights and responsibilities	Saving and Budgeting Moods and attitudes
Year 4	Managing conflict 5 r's Magic of mistakes	Balanced lifestyle physical and spiritual Hygiene medication	Acceptable and unacceptable physical contact Solving conflicts		Looking after the world – pollution	Saving and budgeting
PE Year 3	Outdoor Throwing and catching (Basketball/Netball) Indoor Viking dance	Outdoor Travelling and passing a range of balls (Basketball/Netball) Indoor Gymnastics	Outdoor Travelling & passing with a ball, using space, attacking/defending, tactics and rules (Football/Tag Rugby) Indoor Swimming	Outdoor Health and fitness Indoor Swimming	Outdoor Athletics 8 steps Indoor Dance off	Outdoor Striking and hitting skills (simplified rounder and tennis)
Year 4	Outdoor Throwing and catching (Basketball/Netball) Indoor Dance	Outdoor Travelling and passing a range of balls, possession (Basketball/Netball) Indoor Gymnastics	Outdoor Travelling & passing with a ball, using space, attacking/defending, tactics and rules (Football/Tag Rugby) Indoor Balances	Outdoor Health and fitness Indoor Yoga and mindfulness	Outdoor Athletics 8 steps Indoor Dance off	Outdoor Striking and hitting skills (simplified rounders, cricket and tennis)
Forest/Outdoor Learning	Environment Ropes learning about deer and the effects of housing learning about pheasants (pheasant shooting – the farming view)		Fire Tools		Shelters (Den building) and knowledge	

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Year 5 and 6	Autumn Term	Spring Term	Summer Term
Topic	WWI /WWII	Reach for the stars	Kingdoms
History	WWI/WWII A study of a theme in British history: Use sources of evidence ; Show an awareness of the concept of propaganda; social context; dates/terms; daily life.	Science/Geography Driver Significant historical events changes in space travel and technological advances Change & continuity Timelines (dates, eras)	Significant historical places and people including study of Ancient Greece
Geography	History Driver with a light touch on locating the world countries Identify geographical features, social and economic changes over time	Locate the geographical zones of the world and understand their significance Mapping Statistics Features of a location	History Driver with light touch geography on Locate world Countries Locate countries of the United Kingdom, and show an understanding of geographical features and how some of these aspects have changed over time Compare Ancient Kingdoms with Islamic countries as kingdoms – India/Afghanistan (link to Literacy text)
Science Year 5 Key: Main teaching of objective. Pre-teaching/ wider curriculum. Re-visiting / wider curriculum.	All Living things effect of diet and exercise Human circulatory system - Heart and major organs Evolution and inheritance – revision linked to PHSE effect of the diet Sound (link to music) Look at sources, vibration, volume and pitch Pattern of pitch and sound (revision of Year 4 Science) Forces – recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	Forces – Look at the effect of Gravity and drag forces, air resistance, water resistance and friction Solar System – Look at the movement of the earth, moon and planets Classification – adaptation and suited to different environments (e.g. moon) Light - explain how light appears to travel in straight lines and how this affects seeing and shadows Electricity – look at parallel circuits the effects of voltage in cells and the resistance and conductivity of materials	Revise plants/animals – life cycles, parts and functions Reproduction of plants and other animals – link to PSHE States of matter - revision of water cycle (link to geography) Properties & changes of materials solids, liquids and gases changes of state, evaporation– mixtures Forces - link to DT – transference of force in gears pulleys etc



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Year 5 working scientifically	<p>Plan enquiries, including recognising and controlling variables where necessary. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. Take measurements using a range of scientific equipment, with increasing accuracy and precision. Report findings from enquiries, including oral and written explanations of results. Present findings in written form, displays and other presentations.</p>			
Science Year 6 Key: Main teaching of objective. Pre-teaching/ wider curriculum. Re-visiting / wider curriculum.	All Living things Diet/exercise & effect of drugs (PSHE) All systems of body including circulatory system, heart, blood vessels Evolution and inheritance - Difference in offspring Fossils – describe the formation of fossils using DNA digital images Sound (link to music) (revision of Year 4 Science) Patterns of volume and strength of vibrations	Forces – Look at the effect of Gravity and drag forces Solar System – Look at the movement of the earth, moon and planets Classification – adaptation and evolutions to different environments (e.g. moon) Micro organisms (relate to previous learning of medicines) Electricity – How does amount of electricity affect different components	Revision of scientific skills	Reproduction of humans – link to PSHE Revision of adaptation and plants linked with Forest School
Year 6 working scientifically	<p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. Present findings in written form, displays and other presentations. Use test results to make predictions to set up further comparative and fair tests. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</p>			
Art/Design	<p>Use Experiences, other subjects across the curriculum and ideas as inspiration for artwork Develop and share ideas in a sketchbook and in finished products Improve mastery of techniques – See milestones Learn about great artists, architects and designers in history</p>			
	Draw – techniques and lines for effect Sculpture – mod roc Henry Moore sculptures Paint – Propaganda Artist study – Henry Moore and WWII art (Propaganda)	Paint – paint for background experiment with print techniques (watercolours, acrylic, marbling) Print – Experiment with print techniques (acrylic), layers of colours patterns and fine detail. Use of screen or fabric printing. use of screen or fabric painting Scraffiolo Artist study – Van Gogh Starry Night	Collage & Textiles – use of recycled materials for art – link to the environment. Year 5 – Animee and Manga Year 6 sewing cushion and production artwork Art work with a message to do with forest or woodland In depth stain glass window Artist Study – Lichtenstein, Banksy	



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Design Technology Materials – throughout	Structures/Construction – Anderson shelter apply their understanding of how to strength, stiffen and reinforce more complex structures Food – understanding seasonality where ingrediencies are grown during WWII Mechanics (Year 5) - use mechanical systems in their products - cams Revise gears , pulleys, levers and linkages (through Science)		Food – prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques		Computing - apply their understanding of computing to programme, monitor and control their products Textiles sewing and stitching –link to art Year 5 – coat of arms – cross stich Year 6 – sewing a cushion	
Computing Year 5	Digital literacy and safety use technology safely and respectfully keep personal information private recognise unacceptable behaviour know a range of ways to report concerns healthy use of screen time		Information Technology use a variety of software on a range of digital devices to accomplish given goals		Computer Science I can use logical reasoning to explain what an algorithm does and debug any problems before the algorithm is run Scratch programming	
Year 6	Touch typing Revise using Word/PowerPoint and functions Introduce Publisher		Send and receive an email excel - use digital devices to collect and analyse information	Use an online calendar to record events variety of digital devices to organise analyse evaluate and present information	make an algorithm that uses different input or output devices	understand computer networks including the internet; how they can provide multiple services - WWW
RE Year 5	How has belief in creation impacted on music/art throughout history? Exploring pattern and shape in Islam	Was Jesus the Messiah? <i>Light touch – Allah and Muhammad</i>	Does religion bring peace, conflict or both? Islam: The Qur’an, Five Pillars of Faith, Muslim focus on peace – link to other faiths on peace (Whole school Christian Value)	Why is there suffering in the world?	What kind of King is Jesus?	How to challenge perceptions of religion (anti-racist RE)



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RE Year 6	How did the Universe come to be? Creation/Science – conflicting or complimentary? Compare and contrast – creation stories from Hindu, Islam, Christianity, Judaism, Science.	Are angels real? Messengers of God Near death experiences Power of prayer	Can people come back to life? What difference does the resurrection make for Christians? Hinduism: Re-incarnation and the concept of moksha, dharma and karma Buddhism – Part of life cycle – leads to rebirth Humanism	Is believing in God reasonable? Link to Goodness/Mercy materials for RSE. What kind of King is Jesus? Thy Kingdom come – working for kingdom of God Buddhism: The Noble Eightfold Path Humanism beliefs and living life on earth		
Music Year 5	Vocabulary/World Music		History – Listen and Respond		The Orchestra/Play	
	Timbre and Genre Musical Eras		Perform, improvise and compose Saint-Saens Carnival of the Animals Pulse, rhythm, pitch and dynamics Play the Ukulele		Sing in Harmony and Perform parts Brass and Strings/Notation/Summer production Compose Lyrics Play the Ukulele	
	Texture Beethoven – Motifs Play the Ukulele		Perform, improvise and compose Underscoring		Composition – Leavers song	
PSHE	Dreams and Aspirations	Healthy Me	Healthy Relationships	Family Life	Our Wonderful world	Changes
Year 5	Mental health Identify feelings Positive and negative reactions	Planning a healthy lifestyle Protecting ourselves from bullying First Aid – emergencies, calling for help, dealing with bleeding Safe in the local area	Safe boundaries Appropriate contact Team work negotiation and compromise Being a peer mediator	Types of families Diverse Britain Challenging stereotypes	Celebrating diversity Campaign for a better world – democracy and rights of women Environmental changes – rainforest Gangs	Changing me – puberty Life cycles Intensity in feelings Savings



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Year 6	Mental health and aspirations Images – media versus reality neuroscience	First aid – life saving Healthy life styles Road safety Resisting peer pressure – smoking, drugs, alcohol	Safe boundaries Force marriages, FGM, committed relationships Help and advice Managing dares	Roles within families Jobs and careers Active listening Conflict resolution Challenging discrimination	Celebrating diversity Campaign for a better world – democracy and rights of women Environmental changes – rainforest How resources are allocated	Types of relationships What attraction is How babies are made Finance in our lives
MFL Year 5	Immersion in German Conversational language Time of day Greeting Numbers Likes/dislikes Silent night in German		Holiday/free time – Hobbies – opinion on activities Places near by Vocab for towns, direction, zoo, beaches, theme park	Healthy choices and Eating Three little pigs	Weather and seasons	Looking after our world Famous French people
MFL Year 6			Party, Party! Clothing items	Food Preferences and ordering food	Personal information	In France - travel French around the world - carnivals
PE Year 5	Outdoor Throwing and catching (Basketball/Netball) Indoor Swimming	Outdoor Travelling and passing a range of balls Possession (Basketball/Netball) Indoor Swimming	Outdoor Travelling & passing with a ball, using space, attacking/defending, tactics and rules (Football/Tag Rugby) Indoor Balances	Outdoor Health and fitness Indoor Yoga and mindfulness	Outdoor Athletics 8 steps Indoor Dance off	Outdoor Striking and hitting skills (rounders, cricket and tennis)
Year 6	Outdoor Throwing and catching (Basketball/Netball) Indoor Dance	Outdoor Travelling and passing a range of balls, possession (Basketball/Netball) Indoor Gymnastics	Outdoor Travelling & passing with a ball, using space, attacking/defending, tactics and rules (Football/Tag Rugby) Indoor Balances	Outdoor Health and fitness Indoor Yoga and mindfulness	Outdoor Athletics 8 steps Indoor Dance off	Outdoor Striking and hitting skills (simplified rounders, cricket and tennis) Forest School



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Forest/Outdoor Learning	Shelters Ropes Learning about foxes (fox hunting) learning about owls (campaigns for preservation of animals e.g. pros and cons of hunting/culling)	Environment knowledge	Tools Fire
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