



Whole School Curriculum Map - Year A (2023_24)

Year 1 and 2	Autumn Term	Spring Term	Summer Term
Topic	Castles – past and present Significant events, battle of Hasting, Guy Fawkes, structure of buildings, Colchester castle Remembrance Day	Back to the future changes (Farming) Changes - Fashion, music, shopping, ICT/Books, homes technology, communications, textiles future technology	Journeys/Explorers (Environmental) Christopher Columbus & Neil Armstrong. World map, compass directions, school maps, globes. oceans
History	Battle of Hastings - Key events in the past Guy Fawkes - Lives of significant individuals Colchester Castle – significant historical places in locality	Brunel, Amelia Earhart – lives of significant individuals in Britain’s Past who have contributed to our nation’s achievements Farming – significant history in locality Changes in Toys - Key events in the past that are significant	Key events in the past that are significant nationally and globally Christopher Columbus, Neil Armstrong - Lives of significant individuals
Geography	Locality - Investigate the countries and capitals of the United Kingdom and surrounding seas Deeper learning – counties and landmarks	Light touch local area through changes within farming – types of landscapes – similarities and differences of farmland in local area to towns/city (Harlow/Chelmsford)	World/local maps, atlas and globes compass directions – using a key (deeper learning symbols and aerial photographs) Oceans and continents – investigate the world’s 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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<p>Year 2</p> <p>Key: Main teaching of objective. Pre-teaching/wider curriculum. Re-visiting/wider curriculum.</p>	<p>Plants –classify and describe their basic structure Animals and humans – exercise/food (PSHE)</p>	<p>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 e.g. squashing/squeezing Plants – Observe and describe growth and conditions Seeds/bulbs – growth.</p>	<p>Habitats – Look at the Suitability of environments and at food chains All living things – investigate differences</p>
<p>Year 2 working scientifically</p>	<p>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.</p>		
<p>Topic links and opportunities to pre teach</p>	<p>Earth and Space – Look at seasonal changes Materials – describe, classify and compare properties and changes Sound – basic understanding of vibration</p>	<p>Farming - Continual to observe changes across seasons Focus on weather with seasons and day length (daylight hours for farmers) Forces <i>Compare how things move on different surfaces</i> <i>Notice that some forces need contact between two objects</i> Electricity– identify common appliances that run on electricity</p>	<p>Continual to observe changes across seasons</p>
<p>Art/Design</p>	<p>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 castles Sculpture – Junk modelling Paint – sponging and creating stone effect</p>	<p>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</p>	<p>Share ideas and use experiences as inspiration Explore a variety of techniques Learn about the work of Kandinsky (moods created), light touch to build on digital media Print – using objects (coil, roll) Painting - colour mixing</p>



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Design Technology	Structures of castles – 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 geography	
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).	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 –	Why do people have different views about the identity of ‘God?’ U.C. Core Unit 1.1.: What do Christians believe God is like?



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			Special Symbols and Objects Focus: Judaism Special words/stories/symbols and objects		identify and belonging Our Christian Values	What is Jewish/Islamic view of God – ultimate being.
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



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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
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	Outdoor Athletics 8 steps	Outdoor Striking and hitting skills
PE Year 2	Outdoor Throwing and catching	Outdoor Travelling and passing a range of balls Indoor Dance – fireworks and Christmas production	Outdoor Using space – attacking and defending Tactics Indoor Shapes and balances	Indoor Yoga and mindfulness	Indoor Dance off – theme related Year 1 – Disney Year 2 Space	
	Forest school Alternate weeks throughout the year					



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Year 3 and 4	Autumn Term	Spring Term	Summer Term
Topic	Ancient Civilisations <i>Romans, Egyptians, Legacy, Volcanoes, Nile, Rivers, rocks/soils</i>	Our Changing World (Environmental/World impact) <i>Polar regions, climate change, mountains, topography</i>	Survival (Farming) <i>Stone Age to Iron Age, Flooding, Animals, Habitats, plants, camping, trees, water cycle</i>
History	Romans/Egyptians – The Roman Empire and its impact on Britain Local History The achievements of early civilisations an in-depth study of one of Ancient Egypt Skills focus – historical enquiry	Geography Driver with a focus of looking at environmental changes over time	Stone age to Iron age – Changes in Britain from the Stone Age to the Iron Age Skills focus - Chronology – changes and elements of continuity Building Knowledge
Geography	Volcanoes and the river Nile (rivers) - Locate the world's countries (Europe) Locate the geographical zones of the world features of UK and understand how these have changed over time	Environmental/world impact Polar regions, climate change, Mountains, Topography Locate the world's countries Locate the geographical zones of the world	Flooding crop rotation – free range eggs/animal treatment Locate the geographical zones of the world features of UK and understand how these have changed over time
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	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 i.e. a baby has more bones than an adult (Recap) links to PSHE stone age to now</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)</p>	

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Art/Design	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		
	Drawing – fine detail of lines, show 3D element of objects, mark making Sculpture – Canopic jars from clay or mouldable material adding detail using tools link to science and organs inside. Mosaics Artist – ancient Roman and Egyptian art	Textiles – stitches, weaving, quilting and gathering materials, quilting and padding Year 4 Cross Stitch Digital - Mix textures on digital media for effect Collage – mix materials – polar regions for effect Artist focus – Hokusai: 36 views of Mount Fuji	Print – William Morris fabric designs – patterns in nature Painting – cave paintings Artist – Cave art/aboriginal art
Design Technology	Construction – use mechanical systems in their products such as pulleys, levers and linkages		
Year 3	Materials – See milestones/throughout Textiles – See milestones Linked through Art		
Year 4			
Year 3	Food/Cooking - pastries - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (revise Autumn PSHE) Structures (Bridges) Mechanics - apply their understanding of how-to strength, stiffen and reinforce more complex structures - Forest school Computing – apply their understanding of computing to programme, monitor and control their products		
Computing	Digital literacy/ Safety Online relationships & safety (privacy & security) Use PowerPoint and basic functions respect individuals and intellectual property using technology responsibly		
Year 3	Information Technology Organise, store, manipulate and retrieve data in range of digital formats Excel use search engines effectively digital photography create a google document		
Year 3	Computer Science understand what algorithms are... write and test simple programs use logical reasoning to predict the behaviour of simple programs Scratch programming - Create an algorithm		



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Year 4			Describe how internet search engines find and store data; create a google sheet using search functions		Scratch programming - Create an algorithm using repetition and variables, coding	
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

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Year 4	All about Me European countries	School My emotions			Time Holidays	French speaking countries Consolidation of French Vocabulary
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 incscreen 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)



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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	Mexico Remembrance: All Hallows Eve/All Saints Day (Coco) Significance of Day of the Dead, Spanish, Ancient Mayans, Harvest comparison North/South America – natural disaster earthquakes building on from year 3/4	Marvellous Muggles – Harry Potter Chemistry (potions/experiments) Fantastic beasts, mapping, film and studios – movie making, technology, trees, herbology	A place I call Home (Environmental) Life for refugees’ Environment changes, forest school, eco warriors, sustainability, floods, droughts, animal extinction, sustainable fashion, recycling, coastal erosion
History	Remembrance: All Hallows Eve/All Saints day (Coco) Significance of Day of the Dead A non- European society that contrasts with British history – Mayan Civilization Compare/contrast	Science/Geography Driver Significant historical events Change & continuity Timelines (dates, eras) Skills focus: Using evidence about the past Interpretation	See milestones Skills focus – Chronology: change and continuity
Geography	Locate the world’s countries, with focus on North and South America and countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time Understand the significance of the geographic zones of the world	Mapping Statistics Features of a location	Locate the 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 (diversity link)
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.	Classification – adaptation and suited to different environments 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	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.			
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	Microorganisms (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 Classification – adaptation and evolutions to different environments
Year 6 working scientifically	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.			
Year 5 & 6 topic links and opportunities to pre-teach Key: Main teaching of objective. Pre-teaching/wider curriculum. Re-visiting/wider curriculum.	Materials – Look at solubility and recovering dissolved substances, Separate mixtures, Examine changes to materials that create new materials that are not usually reversible Cell structure of materials solids, liquids and gases changes of state, evaporation – mixtures Light - explain how light appears to travel in straight lines and how this affects seeing and shadows			

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Art/Design	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			
	Draw – techniques and lines for effect Sculpture – mod roc portrait/masks Paint – Portraits Artist study – Frieda Kahlo, Leonardo Da Vinci, Hockney	Paint – paint with bold colours for fantasy art (Acrylic/marbling) Salt and cling film as technique Print – Experiment with print techniques (acrylic), layers of colours patterns and fine detail. Bold colours Artist study – landscape artist: Constable Turner and Fantasy Art	Collage & Textiles – use of recycled materials for art – link to the environment. Year 5 - Art work with a message to do with rivers Year 6 sewing cushion and production artwork Artist Study – Street art/Graffiti	
Design Technology Materials – throughout	Structures/Construction – Earthquakes 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 Electronics – understand and use electrical systems in their products such as series circuits	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	Send and receive an email	Use an online calendar to record events	make an algorithm that uses different input or output devices understand computer networks including the



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	Revise using Word/PowerPoint and functions Introduce Publisher		excel - use digital devices to collect and analyse information	variety of digital devices to organise analyse evaluate and present information		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)
RE Year 6	How did the Universe come to be? <i>Creation/Science – conflicting or complimentary?</i> 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	
Year 6	Texture Beethoven – Motifs Play the Ukulele		Perform, improvise and compose Underscore		Composition – Leavers song	



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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
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 Spanish Conversational language Time of day Greeting Numbers Likes/dislikes Personal information Holiday phrases Vida Loca or We don't Talk About Bruno -in Spanish		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



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PE Year 5	<p>Outdoor Throwing and catching (Basketball/Netball)</p> <p>Indoor Swimming</p>	<p>Outdoor Travelling and passing a range of balls Possession (Basketball/Netball)</p> <p>Indoor Swimming</p>	<p>Outdoor Travelling & passing with a ball, using space, attacking/defending, tactics and rules (Football/Tag Rugby)</p> <p>Indoor Balances</p>	<p>Outdoor Health and fitness</p> <p>Indoor Yoga and mindfulness</p>	<p>Outdoor Athletics 8 steps</p> <p>Indoor Dance off</p>	<p>Outdoor Striking and hitting skills (rounders, cricket and tennis)</p>
Year 6	<p>Outdoor Throwing and catching (Basketball/Netball)</p> <p>Indoor Dance</p>	<p>Outdoor Travelling and passing a range of balls, possession (Basketball/Netball)</p> <p>Indoor Gymnastics</p>	<p>Outdoor Travelling & passing with a ball, using space, attacking/defending, tactics and rules (Football/Tag Rugby)</p> <p>Indoor Balances</p>	<p>Outdoor Health and fitness</p> <p>Indoor Yoga and mindfulness</p>	<p>Outdoor Athletics 8 steps</p> <p>Indoor Dance off</p>	<p>Outdoor Striking and hitting skills (simplified rounders, cricket and tennis)</p> <p>Forest School</p>
Forest/Outdoor Learning	<p>Shelters Ropes</p> <p>Learning about foxes (fox hunting) learning about owls (campaigns for preservation of animals e.g. pros and cons of hunting/culling)</p>		<p>Environment knowledge</p>		<p>Tools Fire</p>	