

Curriculum Map with National Curriculum Objectives



Autumn 1 - <i>'Settlements and Homes'</i>						
Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History or Geography Focus	Local Area- Ellesmere Port	World Explorers - Christopher Columbus linked to World Maps- Oceans and Continents	Stone Age and Iron Age Settlements	Ancient Greece	Anglo Saxons/ Vikings	The Industrial revolution
Geography NC objectives	<p>Human and physical geography- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Geographical skills and fieldwork- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features</p>	<p>Locational knowledge- name and locate the world's seven continents and five oceans, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its</p>	<p>Locational knowledge- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Locational knowledge- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Locational knowledge- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Locational knowledge- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>

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	<p>of its surrounding environment.</p> <p>Geographical skills and fieldwork- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Geographical skills and fieldwork -use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p>Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-use the eight points of a compass, four and six-figure grid</p>		<p>Geographical skills and fieldwork- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Geographical skills and fieldwork -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
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			<p>references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>-use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>			
History NC objectives		-the lives of significant individuals in the past who have contributed to national and international achievements	-changes in Britain from the Stone Age to Iron Age	-a study of Greek life and achievements and their influence on the western world	-Britain's settlement by the Anglo Saxons and the Scots	- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

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Science focus	Animals inc. Humans (humans part 1) Seasonal changes part 1	Plants	Animals inc. Humans- Part 1 (skeletons)	Sound	Earth and Space	Light
Science NC objectives	<ul style="list-style-type: none"> - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<ul style="list-style-type: none"> - identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength 	<ul style="list-style-type: none"> -describe the movement of the Earth and other planets relative to the sun in the solar system -describe the movement of the moon relative to the Earth -describe the sun, Earth and moon as approximately spherical bodies -use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<ul style="list-style-type: none"> - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in

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DT NC objectives	<p>-build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>-explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<p>-apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>-understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>-understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>-apply their understanding of computing to program, monitor and control their products.</p>			
Computing focus	Algorithms	Animations	Programming games and animation development	Programming shapes and navigating mazes	Designing and developing programmes	Designing and developing programmes
Computing NC objectives	<p>Understand what algorithms are; how they are how implemented as programs on digital devices</p> <p>Understand that programs execute by following precise and unambiguous instructions</p> <p>Use logical reasoning to predict the</p>	<p>Understand what algorithms are; how they are how implemented as programs on digital devices.</p> <p>Understand that programs execute by following precise and unambiguous instructions</p> <p>Use logical reasoning to predict the</p>	<p>Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs</p>	<p>Design, write and debug programs that accomplish specific goals</p> <p>Use sequence and repetition in programs</p> <p>Use logical reasoning to explain how a simple algorithm works and detect and correct errors in algorithms and programs</p>	<p>Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and</p>

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	<p>behaviour of simple programs Create and debug simple programs.</p> <p>Create and debug simple programs</p>	<p>behaviour of simple programs</p> <p>Create and debug simple programs</p>		<p>Solve problems by decomposing them into smaller parts Create and debug simple programs</p> <p>Understand that programs execute by following precise and unambiguous instructions</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>		<p>various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs,</p>
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						systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Music focus	'Hey You' unit of work -To keep a steady pulse and follow a beat using different tempos	Hands, feet, Heart-To celebrate and learn about South African Music. To explore musical games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments. To sing, play, improvise and compose with this song To listen and appraise different styles of South African music	'Let Your Spirit Fly' unit of work -To Understand rhythm and beats - To listen to the song and answer questions, clapping rhythms -To move body to the beat - To Practise singing the song and perform the song.	'Mama Mia' unit of work. -To listen and appraise the song Mama Mia and other ABBA songs Musical activities using instruments Compose with the song, instruments and perform	'Living on a prayer' unit of work, -To look at the dimensions of music (pulse, rhythm, pitch etc), singing and playing instrument. -To learn to sing, play, improvise and compose this song, children will listen and appraise other classic rock songs	'Happy' unit of work -To listen and appraise Happy and other songs about being happy. -To learn to sing song and play glocks. -To perform and share - including glocks
Music NC objectives	Listen with concentration and understanding to a	Listen with concentration and understanding to a	To play and perform in solo and ensemble contexts,	To play and perform in solo and ensemble contexts,	To play and perform in solo and ensemble contexts,	To play and perform in solo and ensemble contexts,

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	range of high-quality live and recorded music	range of high-quality live and recorded music	using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
PE focus	Athletics/ fundamental skills	Tag rugby/ fundamental skills	Athletics/ fundamental skills	Tag Rugby/ fundamental skills	Athletics/ fundamental skills	Swimming/Tag Rugby
PE NC objectives	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending.	use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance.	use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Play competitive games, modified where appropriate and apply basic principles suitable to attacking and defending.	use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance.	Swim competently, confidently and proficiently over a distance of at least 25 metres. ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations Use running, jumping, throwing and catching in

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						<p>isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable to attacking and defending.</p>
MFL focus	N/A	N/A	Greetings	Greetings	Greetings	Greetings/ Stationary
MFL NC objectives			<p>-listen attentively to spoken language and show understanding by joining in and responding</p> <p>-engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>			

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	<i>Autumn 2 - 'Inventions, Changes and Their Legacy'</i>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History or Geography Focus	Local History- Ellesmere Port in Living Memory.	First flight and transport	Stone Age	Ancient Greece	Anglo Saxons Vikings	The Industrial Revolution/Women and Equality
Geography NC objectives			Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom	Locational knowledge -locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Locational knowledge- name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	

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			<p>and the wider world</p> <p>-use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Human Geography- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		<p>Geographical skills and fieldwork- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
History NC objectives	-changes in living memory	-events beyond living memory that are significant	-changes in Britain from the Stone Age to the Iron Age	-a study of Greek life and achievements and	-the Viking and Anglo Saxon struggle for the Kingdom of England	- a local history study

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		nationally and globally		their influence on the western world	at the time of Edward the Confessor	
Science focus	Animals inc. Humans (humans part 2)	Materials	Animals inc. humans- Part 2 (Nutrition)	Animals inc. humans	Earth and Space	Animals inc. Humans
Science NC objectives	- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	-identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	-identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	-describe the simple functions of the basic parts of the digestive system in humans -identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey	-describe the movement of the Earth and other planets relative to the sun in the solar system -describe the movement of the moon relative to the Earth -describe the sun, Earth and moon as approximately spherical bodies -use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	-identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -describe the ways in which nutrients and water are transported within animals, including humans

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Art focus	Painting	Painting	Sculpture	Sculpture	Printing	Printing
Art NC objectives	-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work		-to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history			
DT focus	Developing, planning and communicating ideas	Developing, planning and communicating ideas	Developing, planning and communicating ideas	Developing, planning and communicating ideas	Developing, planning and communicating ideas	Developing, planning and communicating ideas
DT NC objectives	-design purposeful, functional, appealing products for themselves and other users based on design criteria		-use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups			
Computing focus	Computer modelling	Finding things out online	Sorting and splitting how problems can be solved more easily	Data representation	Searching sorting and networks. Efficient algorithms	Networks data and HTML/CSS
Computing NC objectives	To use technology purposefully to create, organise,	use technology safely and respectfully,	use logical reasoning to explain how a	Select, use and combine a variety of software	use logical reasoning to explain how a	understand computer networks including the

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	store, manipulate and retrieve digital content	keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	simple algorithm works and to detect and correct errors in algorithms and programs	(including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	simple algorithm works and to detect and correct errors in algorithms and programs	internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Music focus	'Rhythm in the way we walk and The banana rap' unit of work. To focus on pulse, rhythm and pitch, rapping, dancing and singing.	Ho Ho Ho- A Christmas song. - To find the pulse, clap rhythms. -To consider how pitch is high and low sounds. -To add pitch to the pulse and rhythm when we sing and play an instrument.	Glockenspiel stage 1 - To play_with just note names then notes and note name.	Glockenspiel -To play the Glockenspiel, -To read notated music -To have an understanding of musical language	'Classroom Jazz 1' unit of work -To focus the learning around two tunes and improvising: Three Note Bossa and Five Note Swing	'Classroom Jazz 2' unit of work. -To listen and appraise Bacharach Anorak. -To play instruments and improvise, compose own tune. -To perform and share.

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Music NC objectives	To experiment with, create, select and combine sounds using the inter-related dimensions of music	To experiment with, create, select and combine sounds using the inter-related dimensions of music	To use and understand staff and other musical notations	To use and understand staff and other musical notations	To improvise and compose music for a range of purposes using the inter-related dimensions of music	To improvise and compose music for a range of purposes using the inter-related dimensions of music
PE focus	dance/ fundamental skills	dance/ fundamental skills	dance/ fundamental skills	dance/ fundamental skills	dance/ fundamental skills	Swimming/ fundamental skills
PE NC objectives	Perform dances using simple movement patterns.	perform dances using simple movement patterns.	Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Swim competently, confidently and proficiently over a distance of at least 25 metres. ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations
MFL focus	N/A	N/A	Christmas in France	The Epiphany	N/A	Geography of France
MFL NC objectives			-develop accurate pronunciation and intonation so that others understand when they are			-appreciate stories in the language

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			<p>reading aloud or using familiar words and phrases</p> <ul style="list-style-type: none">-present ideas and information orally to a range of audiences		
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	Spring 1 - 'Big Decisions, Big Impact'					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History or Geography Focus	Trees and woodlands- seasonal and daily weather patterns	Victorians - Toys in the past	Ancient Egypt	Roman Empire	Mayan Civilization	World War I and II
Geography NC objectives	Human and physical geography- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.		Locational Knowledge- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Human and Physical geography- human geography, including: types of	Locational Knowledge- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Geographical skills and fieldwork	Locational Knowledge- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place knowledge -understand geographical similarities and	Locational Knowledge- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

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			<p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>	<p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>Geographical skills and fieldwork -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
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			and the wider world -use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			
History NC objectives		-events beyond living memory that are significant nationally and globally	-the achievements of the earliest civilisations	-the Roman Empire and its impact on Britain		-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Science focus	Plants Seasonal changes part 2	STEM - designing toys	Forces and Magnets	Electricity	Forces	Electricity
Science NC objectives	-identify and name a variety of common wild and garden plants, including deciduous	Use previous knowledge on materials and working scientifically objectives.	-compare how things move on different surfaces -notice that some forces need	-identify common appliances that run on electricity -construct a simple series electrical	- explain that unsupported objects fall towards the Earth because of the force of gravity	-associate the brightness of a lamp or the volume of a buzzer with the number and

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	<p>and evergreen trees</p> <p>-identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>-observe changes across the 4 seasons</p> <p>-observe and describe weather associated with the seasons and how day length varies</p>		<p>contact between 2 objects, but magnetic forces can act at a distance</p> <p>-observe how magnets attract or repel each other and attract some materials and not others</p> <p>-compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>-describe magnets as having 2 poles</p> <p>-predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>	<p>circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>-identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>-recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>-recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>acting between the Earth and the falling object</p> <p>- identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>voltage of cells used in the circuit</p> <p>-compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>-use recognised symbols when representing a simple circuit in a diagram</p>
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Art focus	Printing	Printing	Painting	Painting	Sculpture	Sculpture
Art NC objectives	-to use a range of materials creatively to design and make products -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work		-to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history			
DT focus	Developing, planning and communicating ideas	Developing, planning and communicating ideas	Developing, planning and communicating ideas	Developing, planning and communicating ideas	Developing, planning and communicating ideas	Developing, planning and communicating ideas
DT NC objectives	-generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology		-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design			
Computing focus	Data representation	animation	Staying safe online	Staying safe and being responsible digital citizens	Remixing and creating web content using HTML	Developing 3D animations
Computing NC objectives	use technology purposefully to create, organise, store, manipulate	To use technology purposefully to create, organise, store, manipulate	use technology safely and respectfully, keeping personal	use technology safely and respectfully, keeping personal	To use technology purposefully to create, organise, store, manipulate	design, write and debug programs that accomplish specific goals,

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	and retrieve digital content	and retrieve digital content	information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	and retrieve digital content understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals	including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs use search technologies effectively, appreciate how results are selected and ranked, and be
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						<p>discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
Music focus	<p>'In The Groove' unit of work by Joanna Mangona - an easy-to-learn song that demonstrates different styles of music. Listen & Appraise apps, new progressive Warm-</p>	<p>'I wanna play in a band' unit of work - by Joanna Mangona - A Rock song. -To learn about singing and playing together in an ensemble.-To learn to sing, play, improvise and</p>	<p>' Three Little Birds by Bob Marley' - Reggae- Unit of work -To listen to the song and answer questions, - To learn to sing the chorus of Three Little Birds.</p>	<p>'Stop!' unit of work, -To listen and appraise the song Stop and other rap/grime songs Musical activities- rhythm games Compose own lyrics to anti-bullying song and perform</p>	<p>'Make you feel my love' unit of work - To listen and appraise Make You Feel My Love. To focus on the elements of music (pulse, rhythm, pitch etc), -To sing and play</p>	<p>'A New Year Carol' unit of work. -To listen and appraise A New Year Carol and other Britten Friday Afternoon Songs.-To sing and play games and learn to sing song A</p>

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	up Games, Flexible Games, -to use a new compose tool.	compose -To listen and appraise classic Rock songs.			instruments. -To sing, play, improvise and compose, -To listen and appraise other Pop Ballads.	New Year Carol. - To perform and share.
Music NC objectives	To experiment with, create, select and combine sounds using the inter-related dimensions of music.	To listen with concentration and understanding to a range of high-quality live and recorded music	To develop an understanding of the history of music	To improvise and compose music for a range of purposes using the inter-related dimensions of music	To listen with attention to detail and recall sounds with increasing aural memory	To listen with attention to detail and recall sounds with increasing aural
PE focus	Gymnastics/ fundamental skills	Gymnastics/ fundamental skills	Gymnastics/ fundamental skills	Gymnastics/ fundamental skills	Swimming/ Gymnastics	Gymnastics/ fundamental skills
PE NC objectives	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Swim competently, confidently and proficiently over a distance of at least 25 metres. ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Curriculum Map with National Curriculum Objectives

					<p>Develop flexibility, strength, technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
MFL focus	N/A	N/A	Numbers	Numbers	Numbers	Numbers
MFL NC objectives			<p>-appreciate songs, poems and rhymes in the language</p> <p>-explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>			

Curriculum Map with National Curriculum Objectives

Spring 2 - 'Leaders Make a Difference'						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History or Geography Focus	Castles and Knights	Victorians	Ancient Egypt	Roman Empire	Mayan Civilisation	World War II and the Holocaust
Geography NC objectives	Human and physical geography- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		Locational Knowledge- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Human and Physical geography- human geography, including: types of settlement and	Locational Knowledge- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Geographical skills and fieldwork -use maps, atlases, globes and	Locational Knowledge- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place knowledge -understand geographical similarities and	

Curriculum Map with National Curriculum Objectives

			<p>land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	
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Curriculum Map with National Curriculum Objectives

			-use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			
History NC objectives	-events beyond living memory that significant nationally and globally -the lives of significant individuals in the past	-events beyond living memory that significant nationally and globally	-the achievements of the earliest civilisations	-the Roman Empire and its impact on Britain	- a non-European society that provides contrast to British history	-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Science	Materials Seasonal changes part 3	Living Things and Habitats (Part 1).	Light and Shadow	STEM	Properties and changes of materials	Electricity
Science NC objectives	-distinguish between an object and the material from which it is made	-describe how animals obtain their food from plants and other animals, using the	-recognise that they need light in order to see things and that dark is	Previous learning and working scientifically strands.	-compare and group together everyday materials on the basis of their properties,	-associate the brightness of a lamp or the volume of a buzzer with the number and

Curriculum Map with National Curriculum Objectives

	<p>-identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>-describe the simple physical properties of a variety of everyday materials</p> <p>-compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>idea of a simple food chain, and identify and name different sources of food</p> <p>-explore and compare the differences between things that are living, dead, and things that have never been alive</p>	<p>the absence of light</p> <p>-notice that light is reflected from surfaces</p> <p>-recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>-recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>-find patterns in the way that the size of shadows change</p>		<p>including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>-know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>-use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>-give reasons, based on evidence from comparative</p>	<p>voltage of cells used in the circuit</p> <p>-compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>-use recognised symbols when representing a simple circuit in a diagram</p>
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Curriculum Map with National Curriculum Objectives

					<p>and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>-demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>-explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	
Art focus	Sculpture	Sculpture	Printing	Printing	Textiles	Textiles
Art NC objectives	-to use a range of materials creatively to design and make products		-to create sketch books to record their observations and use them to review and revisit ideas			

Curriculum Map with National Curriculum Objectives

	<p>-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		<p>-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>-about great artists, architects and designers in history</p>			
DT focus	Working with tools, equipment, materials and components to make quality products- make	Working with tools, equipment, materials and components to make quality products- make	Working with tools, equipment, materials and components to make quality products- make	Working with tools, equipment, materials and components to make quality products- make	Working with tools, equipment, materials and components to make quality products- make	Working with tools, equipment, materials and components to make quality products- make
DT NC objectives	<p>-select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>		<p>-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>-select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>			
Computing focus	Creating and manipulating digital text	Creating interactive eBooks	Exploring computer simulations	Introduction to animation	Designing and developing multi-level X-box games	Designing and developing apps
Computing NC objectives	to use technology purposefully to	select, use and combine a variety	To use technology purposefully to	select, use and combine a variety	design, write and debug programs	design, write and debug programs

Curriculum Map with National Curriculum Objectives

	<p>create, organise, store, manipulate and retrieve digital content</p>	<p>of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>create, organise, store, manipulate and retrieve digital content</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goal</p>	<p>of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>use search technologies effectively, appreciate how results are</p>
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Curriculum Map with National Curriculum Objectives

						selected and ranked, and be discerning in evaluating digital content
Music focus	'Round and round' unit of work- A Bossa Nova Latin style piece. -To listen to an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	'Zootime' unit of work- A Reggae Song by Joanna Mangona. -To present an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	'The Dragon Song' unit of work- To listen and appraise The Dragon Song -To following leaders clapping rhythms, glockenspiel G and A and singing. -To sing verse 1 and the chorus of The Dragon Song.	'Lean on me' unit of work, -To listen and appraise Lean on me and other gospel based songs Musical activities using instruments Compose with the song, instruments and perform.	'The Fresh Prince Of Bel-Air' unit of work. -To focus on the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments,	'You've Got A Friend' -To listen and appraise You've Got A Friend and other songs by Carole King. -To learn song and play instruments with it, improvise with song. -To compare song to A Natural Woman, perform You've got A Friend with instruments.
Music NC objectives	To play tuned and untuned instruments musically	To play tuned and untuned instruments musically	To listen with attention to detail and recall sounds with increasing aural memory	To listen with attention to detail and recall sounds with increasing aural memory	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency,	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency,

Curriculum Map with National Curriculum Objectives

					control and expression	control and expression
PE focus	football/ fundamental skills	hockey/ fundamental skills	football/ fundamental skills	hockey/ fundamental skills	Swimming/ football	hockey/ fundamental skills
PE NC objectives	<p>Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles for attacking and defending.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles for attacking and defending.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>♣ perform safe self-rescue in different water-based situations</p> <p>Use running, jumping, throwing and catching in isolation and in</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles for attacking and defending.</p>

Curriculum Map with National Curriculum Objectives

					<p>combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles for attacking and defending.</p>	
MFL focus	N/A	N/A	Days of the week/ food	Food	Food	Classroom
MFL NC objectives			<p>-explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>-broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>			

Curriculum Map with National Curriculum Objectives

	Summer 1 - 'One World'					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History or Geography Focus	Seaside Holidays in the past and present linked to Seaside Holidays - UK as an island and surrounding countries	George Mottishead & Chester Zoo	Mountains	Natural Disasters	Climate Zones and Climate Change	Rainforests
Geography NC objectives	<p>Locational knowledge- name and locate the world's seven continents and five oceans, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Human and Physical</p>	<p>Geographical skills and fieldwork- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>-use simple fieldwork and</p>	<p>Locational knowledge -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use</p>	<p>Locational knowledge -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich</p>	<p>Locational knowledge -locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics,</p>	<p>Locational knowledge -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich</p>

Curriculum Map with National Curriculum Objectives

	<p>Geography- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Place knowledge- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Geographical skills and fieldwork -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the</p>	<p>patterns; and understand how some of these aspects have changed over time.</p> <p>Human and Physical Geography -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical Skills and Fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Meridian and time zones (including day and night)</p> <p>Human and physical geography - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>countries, and major cities</p> <p>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Geography skills and fieldwork- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans</p>	<p>Meridian and time zones (including day and night)</p> <p>Place knowledge -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and physical geography physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
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Curriculum Map with National Curriculum Objectives

		location of features and routes on a map			and graphs, and digital technologies.	- types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
History NC objectives	- events within living memory	-the lives of significant individuals in the past who have contributed nationally and globally				
Science	Animals including humans (animals part 1)	Living things and their habitats (part 2)	Rocks and soils	Living things and habitats	Animals including humans. Living things and habitats	Living Things and Habitats
Science NC objectives	-identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	-identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of	-compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	-recognise that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a	-describe the changes as humans develop to old age	-describe how living things are classified into broad groups according to common observable characteristics and based on similarities and

Curriculum Map with National Curriculum Objectives

	-describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	animals and plants, and how they depend on each other -identify and name a variety of plants and animals in their habitats, including microhabitats	-describe in simple terms how fossils are formed when things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter	variety of living things in their local and wider environment -recognise that environments can change and that this can sometimes pose dangers to living things		differences, including micro-organisms, plants and animals -Give reasons for classifying plants and animals based on specific characteristics
Art focus	Textiles	Textiles	Textiles	Textiles	Painting	Painting
Art NC objectives	<p>-to use a range of materials creatively to design and make products</p> <p>-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>-about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>		<p>-to create sketch books to record their observations and use them to review and revisit ideas</p> <p>-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>-about great artists, architects and designers in history</p>			
DT focus	Evaluating processes and products	Evaluating processes and products	Evaluating processes and products	Evaluating processes and products	Evaluating processes and products	Evaluating processes and products
DT NC objectives	-explore and evaluate a range of existing products		<p>-investigate and analyse a range of existing products</p> <p>-evaluate their ideas and products against their own design criteria and consider the</p>			

Curriculum Map with National Curriculum Objectives

	-evaluate their ideas and products against design criteria		views of others to improve their work			
			-understand how key events and individuals in design and technology have helped shape the world			
Computing focus	E Safety	Writing and responding with blogging	Computer networking -web browsers and search engines safely and effectively	ROBOTICS????	Designing and developing multi level xBox games	Designing and developing apps
Computing NC objectives	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies recognise common uses of information technology beyond school	To use technology purposefully to create, organise, store, manipulate and retrieve digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given	understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be	design, write and debug programs that accomplish specific goals Use sequence and repetition in programs Use logical reasoning to explain how a simple algorithm works and detect and correct errors in algorithms and programs Solve problems by decomposing them	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Curriculum Map with National Curriculum Objectives

		<p>goals</p>	<p>discerning in evaluating digital content</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and</p>	<p>into smaller parts</p> <p>create and debug simple programs</p> <p>understand that programs execute by following precise and unambiguous instructions</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>
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Curriculum Map with National Curriculum Objectives

			presenting data and information			
Music focus	'Your imagination' unit of work - To allow children to use their imagination after listen to pieces of music and to think creatively. -To use the compose tool and perform.	'Friendship Song' unit of work. -To find the pulse in music, -to recognise that songs have musical style. -To be able to recognise some of the instruments that they hear. Keyboard, drum, bass and a glockenspiel.	'Bringing us together' unit of work -disco music. -To listen and appraise Bringing us together and practise singing Bringing Us together To play instruments- glockenspiel, To perform the song (one group singing, other group glockenspiel)	'Blackbird' unit of work, -To listen and appraise the song Blackbird and other songs by the Beatles Musical activities involving instruments and games, -To compose and perform the song using voices and instruments	'Dancing In The Street by Martha And The Vandellas' unit of work - To study an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	'Music and Me' unit of work. -To listen and appraise music from featured artists - all of whom are inspirational women in the music industry. Throughout the lessons, create own music. -To perform, share and present own music.
Music NC objectives	To experiment with, create, select and combine sounds using the inter-related dimensions of music	To listen with concentration and understanding to a range of high-quality live and recorded music	To improvise and compose music for a range of purposes using the inter-related dimensions of music	To develop an understanding of the history of music	To develop an understanding of the history of music	To develop an understanding of the history of music
PE focus	football/ fundamental skills	hockey/ fundamental skills	football/ fundamental skills	hockey/ fundamental skills	Swimming/ football	hockey/ fundamental skills

Curriculum Map with National Curriculum Objectives

<p>PE NC objectives</p>	<p>Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles for attacking and defending.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles for attacking and defending.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <ul style="list-style-type: none"> ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles for attacking and defending.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles for attacking and defending.</p>
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Curriculum Map with National Curriculum Objectives

MFL focus	N/A	N/A	Colours / Family	Colours / Family	Colours/ Family	Family
MFL NC objectives			<ul style="list-style-type: none"> -describe people, places, things and actions orally* and in writing -speak in sentences, using familiar vocabulary, phrases and basic language structures -read carefully and show understanding of words, phrases and simple writing -broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 			

Curriculum Map with National Curriculum Objectives

Summer 2 - 'Our Future, in Our Hands'						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History or Geography Focus	Seaside - coasts Hot and cold locations	Animal conservation in non-European country.	Rivers	Caring for our planet and ensuring its future.	Human Consumerism-Sustainability	Evolution and Inheritance-protecting the future planet
Geography NC objectives	<p>Locational knowledge- name and locate the world's seven continents and five oceans, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Human and Physical Geography- use basic geographical vocabulary to refer to: key physical features, including:</p>	<p>Locational knowledge - name and locate the world's seven continents and five oceans</p> <p>Geographical skills and fieldwork- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Locational knowledge -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Locational knowledge -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Locational knowledge -locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>- identify the position and</p>	<p>Place knowledge -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Geographical skills and fieldwork -use maps, atlases, globes and digital/computer</p>

Curriculum Map with National Curriculum Objectives

	<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Place knowledge- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a</p>		<p>Human and Physical Geography -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical Skills and Fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Human and physical geography - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Geography skills and fieldwork- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>
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Curriculum Map with National Curriculum Objectives

	contrasting non-European country.					
History NC objectives					As Summer 1	
Science focus	<p>Animals including humans (animals part 2)</p> <p>Seasonal changes part 4.</p>	<p>Animals including humans.</p>	<p>Plants</p>	<p>States of Matter</p>	<p>Living things and habitats.</p> <p>STEM</p>	<p>Evolution and inheritance</p>
Science NC objectives	<p>-identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>-describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p>	<p>-notice that animals, including humans, have offspring which grow into adults.</p> <p>-find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>-describe the importance for humans of exercise, eating</p>	<p>-identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>-explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p>	<p>-compare and group materials together, according to whether they are solids, liquids or gases</p> <p>-observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens</p>	<p>-describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>-describe the life process of reproduction in some plants and animals</p>	<p>-recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>-recognise that living things produce offspring of the same kind, but normally offspring vary and</p>

Curriculum Map with National Curriculum Objectives

	<ul style="list-style-type: none"> -observe changes across the 4 seasons -observe and describe weather associated with the seasons and how day length varies 	<p>the right amounts of different types of food, and hygiene</p>	<ul style="list-style-type: none"> -investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	<p>in degrees Celsius (°C)</p> <ul style="list-style-type: none"> -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 		<p>are not identical to their parents</p> <ul style="list-style-type: none"> -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
Art focus	Drawing	Drawing	Drawing	Drawing	Drawing	Drawing
Art NC objectives	<ul style="list-style-type: none"> -to use a range of materials creatively to design and make products -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		<ul style="list-style-type: none"> -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history 			

Curriculum Map with National Curriculum Objectives

DT focus	Food and nutrition	Food and nutrition	Food and nutrition	Food and nutrition	Food and nutrition	Food and nutrition
DT NC objectives	-use the basic principles of a healthy and varied diet to prepare dishes -understand where food comes from		-understand and apply the principles of a healthy and varied diet -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed			
Computing focus	Programming physical and virtual toys	email	Robotics	Programming puzzle solutions	cryptography	e-Safety
Computing NC objectives	understand that programs execute by following precise and unambiguous instructions use logical reasoning to predict the behaviour of simple programs create and debug simple programs use technology purposefully to create, organise,	use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for	understand that programs execute by following precise and unambiguous instructions use logical reasoning to predict the behaviour of simple programs create and debug simple programs use technology purposefully to create, organise,	design, write and debug programs that accomplish specific goals Use sequence and repetition in programs Use logical reasoning to explain how a simple algorithm works and detect and correct errors in algorithms and programs Solve problems by	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Curriculum Map with National Curriculum Objectives

	context for the History of Music and the beginnings of the Language of Music.	context for the History of Music and the beginnings of the Language of Music.	context for the History of Music and the beginnings of the Language of Music.	context for the History of Music and the beginnings of the Language of Music.	context for the History of Music and the beginnings of the Language of Music.	History of Music and the beginnings of the Language of Music.
Music NC objectives	Recaps and consolidates all of the KS1 NC objectives taught this year	Recaps and consolidates all of the KS1 NC objectives	Recap and consolidation of all of the KS2 NC objectives taught this year	Recap and consolidation of all of the KS2 NC objectives taught this year	Recap and consolidation of all of the KS2 NC objectives taught this year	Recap and consolidation of all of the KS2 NC objectives
PE focus	multi skills/ fundamental skills	multi skills/ fundamental skills	multi skills/ fundamental skills	Swimming/ multi skills	multi skills/ fundamental skills	hockey/ fundamental skills
PE NC objectives	<p>Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and</p>	<p>Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>♣ perform safe self-rescue in different water-based situations</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance.</p>

Curriculum Map with National Curriculum Objectives

	defending.	defending.		Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance.		
MFL focus	N/A	N/A	Pets	Pets	Pets	Pets
MFL NC objectives			<p>-write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>-understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>			