WHITTLEFIELD PRIMARY SCHOOL

Dream Believe Achieve

Curriculum Map

Curriculum Map						
Nursery						
	Autumn 1 (6 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
PRIME Communication and Language	Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.					
PRIME Physical Development	Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Staff focus on the five fundamental movement skills – running, hopping, throwing, catching and jumping in provision. They handle equipment and tools effectively, including pencils for writing. Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.					
PRIME Personal, social and emotional development	Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.					
SPECIFIC Literacy	Reading: children take part in shared story group activities and develop a bank of familiar stories throughout the year. Children discuss parts of a story and re-call key parts, characters and the setting. Children join in with singing and build up a bank of traditional rhymes. Writing: children engage in mark making and make a range of marks with different materials and tools. Children talk about their marks and give meaning to the marks they make. Children are encouraged to recognise marks in their environment such as logos and signs. Children join in with early phonics activities such as rhythmic and rhyming activities and exploring instrumental and environmental sounds. When ready, children start to learn the first six sounds and put their phonics into play or complete an adult-led challenge.					
SPECIFIC Mathematics	Numbers: children count reliably with numbers from 0 to 10 and place them in order. Children explore each number using a selection of counting resources such as cubes, mini-dinosaurs and gems. Children also explore creating numbers in different ways such as making marks on paper and using ten frames. Shape, space and measures: children use everyday language to talk about size, length, weight, position and shape. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.					
SPECIFIC Understanding the world	People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.					
SPECIFIC Expressive art and design	Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.					

	Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.					
Music Charanga	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay

Curriculum Map						
Reception						
	Autumn 1 (6 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
PRIME Communication and Language	Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.					
PRIME Physical Development	Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.					
Physical Education Lancashire SOW	Running Hopping	Skipping Jumping	Overarm throw Rolling a ball	Bounce a ball Kicking	Catching Dodging	Side Gallop Two handed strike Underarm throw
PRIME Personal, social and emotional development	Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.					
SPECIFIC Literacy	Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.					
SPECIFIC Mathematics	Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.					
SPECIFIC Understanding the world	People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.					

Science Collins Snap Science			Biology: Animals and plants	Chemistry: Objects and materials	Physics: Light, space, electricity and movement	Our Changing World: The local environment
SPECIFIC Expressive art and design	Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.					
Music Charanga	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay

Curriculum Map						
Year 1						
	Autumn 1 (6 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
English (Lancashire Units)	Stories by the same author Non chronological reports Poems on a theme	Repetitive patterned stories Poems on a theme Range of non-fiction texts	Classic stories or story on a theme Instructions Traditional rhymes	Traditional tales Recounts	Stories with familiar settings Non-fiction tests: booklets Traditional rhymes	Stories with fantasy settings Poems to learn by heart Recounts
Maths (White Rose Maths)	Number and place value 1 - 10, addition and subtraction within 10	Shape, Number and place value 11 - 20	Addition and subtraction within 20, Number and place value within 50	Length, weight, height, volume	Multiplication and division, fractions, position and direction	Number and place value within 100, money, time
Science (Collins)	Everyday materials	Using our senses	Looking at animals	Everyday materials	Plant Detectives	Looking at Animals
	Our changing worlds: Plants, animal antics, sensing seasons		Our changing worlds: Plants, animal antics, sensing seasons		Our changing worlds: Plants, sensing seasons	
NC coverage	• distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of	• 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.	• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	• distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their	• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees.	• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

	everyday materials on the basis of their simple physical properties.			simple physical properties.		
NC Working scientifically	• asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.					
Computing (Purple Mash)	Online Safety Exploring Purple Mash Grouping and sorting	Pictograms Lego Builders	Maze Explorers Animated Story Books	Animated Story books (cont) Coding	Spreadsheets	Technology Outside school
History		Events beyond living memory – Great Fire of London		Changes within Living Memory		
NC Coverage		events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]		changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		
Geography	Hot and Cold areas of the World		UK countries and Capital Cities		Fieldwork in the school Grounds	
NC Coverage	use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,		name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the		use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its	

	vegetation, season and weather 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		United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		surrounding environment.	
Art and Design	Drawing and Painting. Clay sculptures. Painting of an environment studied and a clay sculture of an animal living there,			Self Portrait Paintings of the royal family, their families and self-portraits. **Artist** - Picasso		Art/DT 3D models Charcoal drawings of Robots turned into 3D models using materials
NC Coverage	NC Skills: Use range of materials Use drawing painting and sculpture to express ideas			NC skills: Create sketches to record observations and use them to revisit ideas		NC Skills: Develop a wide range of art and design techniques using colour .pattern, texture, line , shape, form and space.
Design and Technology		Pop ups and levers Pop up picture or moving picture illustrating the Great fire of London.	Food Fruit Kebabs/fruit salads.		Structures Make an outdoor structure for the school grounds.	
NC Coverage		NC Skills: Design a purposeful and functional product for themselves and others. Select and use a range of tools Explore and use mechanisms in their products.	NC Skills: Select and use a range of ingredients Evaluate against their designs		NC skills: Design a purposeful and functional product for themselves and others. Select and use a range of tools	

						Build structures, exploring how they can be made stronger			
PSHE (PSHE Association) Supported by Jigsaw and SEAL resources.	Health and Wellbeing			Relationships			Living in the Wider World		
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environemnt	Money
PE (Lancashire)	Gymnastics Games	Gymnastics Games		Dance Games	Dance Games		Athletics Swimming	Athletics Swimming	
RE (Lancashire)	Christianity	Christianity		Islam	Judaism		Hindu dharma	Christianity	
Music (Charanga)	Hey you!	Rhythm in the way we walk and The Banana Rap		In The Groove	Round and Round		Your Imagination	Reflect, Rewind and Replay	

Curriculum Map						
Year 2						
	Autumn 1 (6 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
English (Lancashire Units)	Stories with familiar settings Non-chronological reports Poems on a theme	Traditional tales with a twist Instructions	Stories by the same author Non-chronological reports	Stories with familiar settings Persuasion Riddles	Animal adventure stories Recount: letters Classic Poems	Story as a theme Explanations Poems on a theme
Spelling (no nonsense)	**Revisit** Phase 5 GPCs as required by pupils **Homophones** Introduce Year 2 homophones when relevant. (example homophones: *see/sea, be/bee blue/ blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two*) **Year 2 phonics** The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. The /s/ sound spelt 'c' before 'e', 'i' and 'y' The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words **Common exception words** /aɪ/ sound spelt 'i' in common exception words: *find, kind, mind, behind, child (children), wild, climb* as well as others as needed by pupils.		**Revisit** The /l/ or /əl/ sound spelt '-le' at the end of words **Homophones and near homophones** *quite/quiet, night/knight, new/knew, not/knot, they're/there/their* and others as relevant **Apostrophe** The possessive apostrophe (singular nouns) Apostrophe for contractions (*can't, didn't, hasn't, it's, couldn't, I'll, they're*) **Year 2 phonics** The /aɪ/ sound spelt 'y' at the end of words The /iː/ sound spelt '-ey' The /r/ sound spelt '-wr' at the beginning of words The /ɒ/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's' **Common exception words** Examples include: *most, only, both, could, would, should, move, prove, improve* and others as needed by pupils **Suffixes** Adding endings '-ing', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful' , '-less' and '-ly' Words ending in '-tion'		**Revisit** The possessive apostrophe (singular nouns) **Homophones** Revision of all homophones taught so far **Apostrophe** The possessive apostrophe (singular nouns) **Year 2 phonics** The /l/ or /əl/ sound spelt '-el' at the end of words The /l/ or /əl/ sound spelt '-al' at the end of words The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling) The /ɔː/ sound spelt 'a' before 'l' and 'll' The /ɔː/ sound spelt 'ar' after 'w' The /ʌ/ sound spelt 'o' The /ɜː/ sound spelt 'or' after 'w' **Common exception words** All Year 2 words not taught so far **Suffixes** Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',	
Maths (White Rose Maths)	Number and place value, Addition and subtraction	Multiplication and division, Money	Multiplication and division, statistics	Properties of shape, Fractions,	Measurement – length and height Position and direction,	Problem solving and efficient methods, Time Measuement, Investigations

Science (Collins)	What's in your habitat?	Materials; good choices	Materials; shaping up	The Apprentice Gardener	Growing up	Taking Care (Apprentice Gardener cont)
	Our Changing World: What's in your habitat?		Our Changing World: What's in your habitat?		Our Changing World: What's in your habitat? Growing up.	
NC Coverage	• explore and compare the differences between things that are living, dead, and things that have never been alive • 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 animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their food	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.	• 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.	• notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	• 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.

	from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.					
NC Working Scientifically	• asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.					
Computing (Purple Mash)	Coding	Online safety	Spreadsheets	Questioning Effective searching	Creating pictures	Making Music Presenting ideas
History	Significant places in their own locality		Significant People – Neil Armstrong and Christopher Columbus			Significant People – Queen Victoria to current Royal family.
NC Coverage	significant historical events, people and places in their own locality.		the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods			the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
Geography		Small area of the UK where I live and play (Gannow and Burnley)		Small area in a non-European contrasting country. (America)	Seasonal and Daily weather	
NC Coverage		understand geographical similarities and differences through studying the human and physical geography of a small area		understand geographical similarities and differences through studying the human and physical geography of a small area	name and locate the world's seven continents and five oceans	

		of the United Kingdom		of the United Kingdom, and of a small area in a contrasting non-European country		
NC 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 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						
Art and Design	Printing Draw images of local area to turn into images for printing.	Painting /Drawing Observational drawings of the human figure turned into clay structures **Artist** – Keith Haring					Collage Use a variety of materials to create a collage based on the seaside.
NC Coverage	NC skills: Use drawing and painting to develop their ideas, experiences and imagination.	NC skills: Use range of materials Use drawing painting and sculpture to express ideas					NC skills: To use a range of materials creatively to design and make products.
Design and Technology			Wheels and Axils Create a vehicle for an explorer.	Food Create a salad dish based around the eat well plate.	DT Textiles Glove puppets to retell a story.		
NC Cocervage			NC skills: Design a purposeful and functional product for themselves and others. Select and use a range of tools to perform practical tasks like cutting, shaping, joining. Explore and evaluate their ideas against design criteria.	NC skills: Design a purposeful, functional and appealing product for themselves and others based on a given criteria. Select and use a range of ingredients Evaluate against their designs	NC skills: Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, ICT.		
PSHE (PSHE Association) Supported by Jigsaw	Health and Wellbeing			Relationships			Living in the Wider World		
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment	Money

PE (Lancashire)	Gymnastics Games	Gymnastics Games	Dance Swimming	Dance Swimming	Athletics Games	Athletics Games
RE (Lancashire)	Christianity	Christianity	Hindu dharma	Islam	Christianity	Judaism
Music (Charanga)	Hands, Feet Heart	Ho Ho Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay

Curriculum Map Year 3						
	Autumn 1 (6 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
English (Lancashire Units)	Folk Tales Recount: biographies	Fables Poems with a structure Persuasion: letters	Story as a theme Poems on a theme Discussion	Novel as a theme Recount: Diaries	Play scripts Non-chronological reports	Classic poetry Mystery/ Adventure/ Fantasy stories Explanations
Spelling (no nonsense)	**Revisit** Common exception words from Year 2 **Prefixes and suffixes** Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' **Rare GPCs** The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin) **Homophones** *brake/break, grate/great, eight/ate, weight/wait, son/sun* **Apostrophe** Revise contractions from Year 2		**Revisit** Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) **Prefixes and suffixes** Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly' **Rare GPCs** The /ʃ/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) **Homophones** *here/hear, knot/not, meat/meet* **Apostrophe** Revise contractions from Year 2		**Revisit** Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2 **Prefixes and suffixes** Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes **Rare GPCs** The /ɪ/ sound spelt 'y' other than at the end of words (*gym, myth*) The /ʌ/ sound spelt 'ou' (*young, touch*) **Homophones** *heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign* **Apostrophe** Revise contractions from Year 2	
Maths (White Rose Maths)	Number and place value, addition and subtraction	Addition and subtraction, Multiplication and division	Multiplication and division Money, Statistics	Length and perimeter, Fractions	Fractions, Time	Properties of shape, Mass and capacity
Science (Collins)	Amazing Bodies	Can you see me?	The Power of Forces	How does your garden grow?	How does your garden grow?	Rock Detectives
	Our Changing World		Our Changing World		Our Changing World	
NC Coverage	• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their	• recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that	• compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance	• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light,	• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and	• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when

	own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement.	there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change.	• observe how magnets attract or repel each other and attract some materials and not others • 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 • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing.	water, nutrients from soil, and room to grow) and how they vary from plant to plant • 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.	growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • 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.	things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter.
NC Working Scientifically	• asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.					

Computing (Purple Mash)	Coding	Online Safety Spreadsheets	Touch Typing	Email (including email safety)	Branching databases	Simulations Graphing
History		Local History – Townley		Ancient Britain from the Stone Age to the Iron Age	Roman Britain (Boudica, roads, viaducts)	
NC Coverage		a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.		changes in Britain from the Stone Age to the Iron Age Bronze Age religion, technology and travel, for example, Stonehenge	the Roman Empire and its impact on Britain British resistance, for example, Boudica	
Geography	The Region Where I live (UK) ;OS mapwork plus fieldwork in the local area		Environment – Local community project How can we make our community (school and wider) environmentally friendly?			Key aspects of volcanoes and earthquakes
NC Coverage	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 understand geographical					describe and understand key aspects of: physical geography, including: volcanoes and earthquakes,

	similarities and differences through the study of human and physical geography of a region of the United Kingdom,					
NC Geographical skills and fieldwork	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **ALL Year groups** • use the eight points of a compass, four (**year 3, year 4**) and six-figure grid references **(year 5 and year 6),** symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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. **ALL year groups**					
Art and Design			Printing Explore patterns on fossils/rocks to use for printing(3D relief blocks) **Artist** – Andi Goldsworthy		Drawing and Painting Observational drawings /paintings of mosaics.	
NC Coverage			NC links: Create sketch books to record their observations and use them to revisit and review their ideas.		NC links: Improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials.	
Design and Technology	Textiles Weavings using a variety of materials- link to local History.	Food Create a dish around the eat well plate using simple cooking techniques- boiling baking.		Mechanical Systems Use levers/pop ups or pneumatics to create a model/storybook to Iron Man.		Structures Investigate materials and their properties to create mini greenhouses.
NC Coverage	NC links: Use research and develop own design criteria to design innovative appealing	NC links: Select from a wider range of products/ingredients according to their functional and aesthetic qualities.		NC links: Generate, develop, model and communicate their ideas through discussion, annotated		NC links: Use research and develop own design criteria to design innovative appealing

	products fit for purpose. Understand how key events and individuals in design technology have influenced the shape of the world.			sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.		products fit for purpose. Select from and use a wider range of tools and equipment to perform practical tasks 9for example cutting, shaping, joining and finishing) accurately. Evaluate their ideas and products against their own criteria and consider the views of others to improve their work.
PSHE (PSHE Association) Supported by Jigsaw	Health and Wellbeing			Relationships			Living in the Wider World		
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment	Money
PE (Lancashire)	Gymnastics Swimming	Gymnastics Swimming		Dance Invasion Games	Dance Invasion Games		OAA Net/wall games	Athletics Striking and fielding games	
RE (Lancashire)	Christianity	Islam		Christianity	Christianity		Sikhism	Hindu dharma	
Music (Charanga)	Let Your Spirit Fly	Glockenspiel Stage 1		Three Little Birds	The Dragon Song		Bringing Us Together	Reflect, Rewind and Replay	
French (Twinkl Scheme of Work) Supported by Espresso resources	Getting to know you • Greetings • What's your name? • Numbers to 10 • How old are you?	All about me • Classroom instructions • My body • Actions • Colours Clothes		Food glorious food • The greedy dog • Please may I have • Preferences • Colours • What did he eat • I'm hungry	Family and friends • Meet my family • Pets • Alphabet • What's his name • How do you spell • My home		Our school • What's in the classroom • What's in your pencil case • School subjects • PE lesson • Around school • What do you like to do	Time • Counting 11 – 31 • Days of the week • Months • Birthdays • What's the date • Yesterday-tomorrow-today	

Curriculum Map						
Year 4						
	Autumn 1 (6 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
English (Lancashire Units)	Stories with Fantasy settings Explanations Film and Play scripts	Fairy tales Classic poetry Recount: Newspapers	Stories with issues and dilemmas Persuasion	Novel as a theme Non-chronological reports	Stories with a theme Poems with a structure Information booklets	Folk Tales Debate Poems on a theme
Spelling (no nonsense)	**Revisit** Strategies at the point of writing: Have a go **Rare GPCs** Revise: The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ʃ/ sound spelt 'ch' • The /ʌ/ sound spelt 'ou' (all from Year 3) **Word endings:** Words ending /ure/ (*treasure, measure*) **Prefixes and Suffixes** Prefixes 'in-', 'il-', 'im-' and 'ir-' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') **Homophones** *peace/piece, main/mane, fair/fare* **Apostrophe** Possessive apostrophe with singular proper nouns (*Cyprus's population*)		**Revisit** Year 3 rare GPCs **Rare GPCs** The /g/ sound spelt 'gu' **Word endings** Words ending /tʃə/ spelt 'ture' (*creature, furniture*) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (*invention, comprehen- sion, expression, magician*) **Prefixes and Suffixes** Prefixes 'anti-' and 'inter-' Suffix '-ation' **Homophones** *scene/seen, male/mail, bawl/ball* **Apostrophe** Revise contractions from Year 2 Possessive apostrophe with plurals		**Revisit** Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed. **Rare GPCs** Words with the /s/ sound spelt 'sc' (Latin in origin) **Word endings** Endings that sound like /ʒən/ spelt '-sion' (*division, confusion*) **Prefixes and Suffixes** Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (*poisonous, outrageous*) **Homophones** *whether/weather, who's/whose, missed/mist, medal/meddle, team/teem* **Apostrophe** Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules	
Maths (White Rose Maths)	Number and place value, Addition and subtraction	Length and perimeter, Multiplication and division	Multiplication and division, Area	Fractions, Decimals	Decimals, Money, Time	Statistics, Properties of shape, Position and direction
Science (Collins)	Where does all that food go?	Good Vibrations	In a State	Switched On	Who am I? Where does all that food go? (cont)	Human Impact In a State (cont)
	Our Changing World		Our Changing World		Our Changing World	
NC Coverage	• describe the simple functions of the basic parts of the digestive	• identify how sounds are made, associating some of them with somethin	• compare and group materials together, according to whether they are solids,	• identify common appliances that run on electricity • construct a simple series	• recognise that living things can be grouped in a variety of ways • explore and use classification	• compare and group materials together, according to whether

	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.	g 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 of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases.	liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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 • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.	keys to help group, identify and name a variety of living things in their local and wider environment	they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • recognise that environments can change and that this can sometimes pose dangers to living things
NC Working Scientifically	• asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests					

	• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.					
Computing (Purple Mash)	Coding	Online safety Spreadsheets	Spreadsheets (cont) Logo	Writing for different audiences	Animation Effective Search	Hardware investigators
History		A theme in British History beyond 1066. The Great Plague of 1665.			Ancient Egypt (including the River Nile)	
NC Coverage		a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	
Geography	Rubbish and Recycling – environmental study		Contrasting region in a European Country – France Vitry-sur-Seine (School link - école élementaire Diderot)	Key aspects of Rivers		
NC Coverage	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		understand geographical similarities and differences through the study of human and physical geography of a region in a European country	describe and understand key aspects of: physical geography, including: rivers and mountains		

NC Geographical skills and fieldwork	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **ALL Year groups** • use the eight points of a compass, four (**year 3, year 4**) and six-figure grid references **(year 5 and year 6),** symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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. **ALL year groups**					
Art and Design		Printing Use foam impressions and variety of colours.	Observational drawings Fruit/pastels 3D sculptures		Art Drawing and Painting Monet and the Impressionists- create a painting using inspiration from Monet's work. **Artist** – Claude Monet	
		NC links: to improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials. Learn about great artists, architects and designers in history.	NC links: to improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials. Learn about great artists, architects and designers in history.		NC links: to develop an awareness of great artist, architects in history.	
Design and Technology	Mechanical systems Make a product which lights up using a simple circuit. Using a simple circuit.			Textiles Design and make a wallet/purse for travelling around the world.		Food Create a soup using the eat well plate as guidance.
	Make a product which lights up using a simple circuit. Using a simple circuit. NC links: Investigate and analyse a range of products Understand and use electrical			NC links: and analyse a range of existing products. Use research and develop own design criteria to design innovative appealing products fit for purpose.		NC links:select from and use a wider range of ingredients according to their qualities.

	systems in their products. Select from wider range of tools and equipment to perform practical tasks accurately- cutting/joining.								
PSHE (PSHE Association) Supported by Jigsaw	Health and Wellbeing			Relationships			Living in the Wider World		
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment	Money
PE (Lancashire)	Gymnastics Swimming	Gymnastics Swimming		Dance Invasion Games	Dance Invasion Games		OAA Net/wall games	Athletics Striking and field games	
RE (Lancashire)	Hindu Dharma	Christianity		Sikhism	Christianity		Islam	Christianity	
Music (Charanga)	Mamma Mia Wider opportunities	Glockenspiel Stage 2 Wider opportunities		Stop! Wider opportunities	Lean On Me Wider opportunities		Blackbird Wider opportunities	Reflect, Rewind, Replay Wider opportunities	
French (Twinkl Scheme of Work) Supported by Espresso resources	All around town • Where do you live? • In my town • Counting in tens • Numbers to 100 • Address	On the move • Transport • How do you go to school • Directions • I like to move it • How do I get to • We all go together		Going shopping • Fruit • Vegetables • Clothes • Where can I buy • French money • Let's go shopping	Where in the world? • United Kingdom • Where do they speak French • The equator • Continents • Animals • Which continent are the from		What's the time? • O'clock and half past • My day • What's on television • Quarter past, quarter to • School day A maths lesson on time	Holidays and hobbies • Seasons • The weather • Where around the world • Holidays • Sports • Hobbies	

Curriculum Map						
Year 5						
	Autumn 1 (6 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
English (Lancashire Units)	Legends Persuasion	Stories with historical settings Film and play scripts Classic narrative poetry	Science fiction stories Information booklets Poems with a structure	Novel as a theme Magazine: information text hybrid	Stories from other cultures Debate	Myths Reports Poems with figurative language
Spelling (no Nonsense)	**Revisit** Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession **Rare GPCs** Words with 'silent' letters **Morphology/ Etymology** Use spelling journals to record helpful etymological notes on curious or difficult words **Word endings** Words with the letter string '-ough' Words ending in '-able' and '-ible' **Homophones** *isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed* **Hyphen** Use of the hyphen (*co-ordinate, co-operate*)		**Revisit** Strategies at the point of writing: Have a go Apostrophe for possession **Rare GPCs** Teach words with rare GPCs from the Year 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*) Words with the /i:/ sound spelt 'ei' after 'c' (*receive, ceiling*) **Morphology/ Etymology** Teach extension of base words using word matrices. **Word endings** Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible' **Homophones** *altar/alter, led/lead, steal/steel*		**Revisit** Strategies at the point of writing: Have a go A range of strategies for learning words **Homophones** (*cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose*) **Suffixes** Problem suffixes **Dictionary** Teach use of dictionary to check words, refer- ring to the first three or four letters **Proofreading** Check writing for misspelt words that are on the Years 5 and 6 word list **Morphology/ Etymology** Teach morphemic and etymological strategies to be used when learning specific words	
Maths (White Rose Maths)	Number and place value, Addition and subtraction	Statistics, Multiplication and division, Perimeter and area	Multiplication and division, Fractions	Fractions, Decimals and percentages	Decimals, Properties of shape	Position and direction, Converting units, Volume
Science (Collins)	The Earth and Beyond	Get Sorted, Everyday Materials	Feel the Force	Circle of Life, Reproduction in Plants and Animals	Reproduction in Plants and Animals	Marvellous Mixtures; Materials All Change
					Our Changing World	
NC Coverage	• describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement	• compare and group together everyday materials on the basis of their properties,	• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and	• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance

	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.	including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals, wood and plastic	the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	• describe the life process of reproduction in some plants and animals. • describe the changes as humans develop to old age.	• describe the life process of reproduction in some plants and animals. • describe the changes as humans develop to old age.	from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • demonstrate that dissolving, mixing and changes of state are reversible changes • 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.
NC Working Scientifically	• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.					
Computing (Purple Mash)	Coding	Online Safety Spreadsheets	Spreadsheets (cont)	Databases	Games Creator 3D modelling	Concept maps
History		Britain's settlement by Anglo-Saxons and Scots		Mayan civilisation c AD900		Ancient Greece (Olympic Games)

		(including place names)				
NC Coverage		Britain's settlement by Anglo-Saxons and Scots Anglo-Saxon invasions, settlements and kingdoms: place names and village life Christian conversion – Canterbury, Iona and Lindisfarne		a non-European society that provides contrasts with British history –Mayan civilization c. AD 900;		Ancient Greece – a study of Greek life and achievements and their influence on the western world
Geography	British Commonwealth		Environment – climate change		Contrasting region – Amazon Basin, rainforest, biomes,	
NC Coverage	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 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		describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, understand geographical similarities and differences through the study of human and physical geography a region within North or South America	
NC Geographical skills and fieldwork	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **ALL Year groups** • use the eight points of a compass, four (**year 3, year 4**) and six-figure grid references **(year 5 and year 6),** symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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. **ALL year groups**					
Art and Design			Drawing and Painting		Textiles	

			Create a painting with different texture. and surfaces. **Artist** – Van Gogh		Design and make a bag for an explorer.	
NC coverage			Exploring with brush techniques to create texture		Show precision in techniques	
Design and Technology		Food Create a dish from another culture.		Mechanical systems Cams, Pulleys, Gears Create a toy using mechanical system		Sculptures Mod Roc Giacommeti sculptures
NC coverage		To understand and apply the principles of a healthy and varied diet. Become competent in a range of cooking techniques (for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes).		**Design**-To investigate and analyse a range of existing products. **Make**-To understand and use mechanical systems in their products (gears, pulleys,cams,lever,linkages) **Evaluate**-To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		**Design**-To research and develop a design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. To generate ,develop, model and communicate through discussions, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. **Make** -To select from and use a wide range of tools and equipment to perform practical tasks (cutting,shaping,joining and finishing) accurately. To apply their knowledge of how to strengthen, stiffen and reinforce more

									complex structures. **Evaluate-** To evaluate their ideas and products against their own design criteria and consider the views of others.
PSHE (PSHE Association) Supported by Jigsaw	Health and Wellbeing			Relationships			Living in the Wider World		
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environemnt	Money
PE (Lancashire)	Gymnastics Invasion Games	Gymnastics Invasion Games		Dance Net/wall games Swimming Intervention		Dance Net/wall games Swimming Intervention	OAA Striking and Field games Swimming Intervention	Athletics Striking and Field Games Swimming Intervention	
RE (Lancashire)	Christianity	Islam		Hindu dharma		Christianity	Christianity	Judaism	
Music (Charanga)	Livin' On A Prayer	Classroom Jazz 1		Make You Feel My Love		The Fresh Prince of Bel Air	Dancing in The Street	Reflect, Rewind and Replay	
French (Twinkl Scheme of Work) Supported by Espresso resources	Getting to know you • What can I do? • When I grow up • Feelings • Dictionaries	All about ourselves • The body • What do I look like • What are you doing • Fashion • Feelings		That's tasty • I'm thirsty • Open and closed • Breakfast • Sandwiches • Pizzas • What I like to eat		Family and friends • Meet the family • At the farm • My house • Do you like animals • What can I say	School life • Where are they • School subjects • Maths lesson • Asking questions	Time travelling • Count with me • I'm 500 years old • French history • What year is it • I was born • Famous lives	

Curriculum Map						
Year 6						
	Autumn 1 (6 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
English (Lancashire Units)	Novel as a theme Biography	Classic fiction Poetry – songs and lyrics Persuasion: A formal review	Older literature Information text hybrid Poems with imagery	Detective/ crime fiction Explanations	Short stories with flashbacks Discussion and debate Classic narrative poetry	Novel as a theme Recount: autobiography Poems on a theme.
Spelling (No Nonsense)	**Revisit** Strategies at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly' **Rare GPCs** Revise words with the /i:/ sound spelt 'ei' after 'c'. **Prefixes and Suffixes** Adding suffixes beginning with vowel letters to words ending in '-fer'. **Word endings** Endings that sound like /ʊs/ spelt '-cious' or '-tious' (*precious, ambitious*) **Homophones** *advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy*		**Revisit** Words containing the letter string '-ough' **Prefixes and Suffixes** Generating words from prefixes and suffixes **Word endings** The /ʃəl/ sound, words ending 'tial' and 'cial' (*official, special, artificial, partial, confidential, essential*) **Homophones** *compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary* All homophones from KS2		**Revisit** Spelling strategies at the point of writing **Rare GPCs** Revise words with rare GPCs from the Years 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*) **Word endings** Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency' **Homophones and near homophones** *draft/draught, dissent/descent, precede/pro-ceed, wary/weary*	
Maths (White Rose Maths)	Number and place value, Four operations	Fractions, Position and direction	Decimals, Percentages, Algebra	Converting units, Perimeter, area and volume, Ratio Statistics	Properties of shape, Problem solving	Statistics, Investigations
Science (Collins)	Everything Changes	Light up Your World	Body Pump	Danger! Low Voltage	Nature Library	Body Health
	Our Changing World		Our Changing World		Our Changing World	
NC Coverage	• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	• 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	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations	• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms,	• 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

	• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	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 straight lines to explain why shadows have the same shape as the objects that cast them.		in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram.	plants and animals • give reasons for classifying plants and animals based on specific characteristics.	animals, including humans.
NC Working Scientifically	• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.					
Computing (Purple Mash)	Coding	Online safety Spreadsheets	Blogging	Text adventures	Networks	Quizzing
History		Viking and Anglo Saxon struggle for the Kingdom of England	The Great British Empire – including the impact on Lancashire.			
NC Coverage		the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			
Geography	Where in the World are we?				Human Geography – Land Use Economic Activity – Landfill and pollution	

NC Coverage	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)				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	
NC Geographical skills and fieldwork	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **ALL Year groups** • use the eight points of a compass, four (**year 3, year 4**) and six-figure grid references **(year 5 and year 6),** symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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. **ALL year groups**					
Art and Design	Painting and drawing Create a painting of natural word focusing upon texture. Digital art. **Artist** – Georgia O'Keefe	Painting and Drawing Create a painting inspired by music			Textiles Create (using Batik) images of the seaside.	
NC coverage	Use water colours to create a visually interesting piece	Sketch lightly before painting to combine line and colour Combine colours and tones to enhance the mood of a piece			Collect information and sketches and present ideas imaginatively Combine visual and tactile materials	
Design and Technology			Food Create a Great British Dish			Structures/ mechanical systems Design fairground ride/lights/scene using electrical circuits/motors

			To understand the source, seasonality and characteristics of a broad range of ingredients. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.			**Design**-To research and develop a design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. To generate ,develop, model and communicate through discussions, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. **Make**-To understand and use electrical systems in their products (series circuits, incorporating switches, bulbs.buzzers and motors. To apply their understanding of computing to programme, monitor and control their products.

PSHE (PSHE Association) Supported by Jigsaw	Health and Wellbeing			Relationships			Living in the Wider World			
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment		Money
PE (Lancashire)	Gymnastics Invasion Games		Gymnastics Invasion Games	Dance Net/wall games Swimming Intervention		Dance Net/wall games Swimming Intervention	OAA Striking and Field games Swimming Intervention		Athletics Striking and Field Games Swimming Intervention	
RE	Christianity		Hindu dharma	Islam		Christianity	Buddhism		Christianity	

(Lancashire)						
Music (Charanga)	I'll be There	Classroom Jazz 2	A New Year Carol	Happy	You've Got A Friend	Reflect, Rewind and Replay
French (Twinkl Scheme of Work) Supported by Espresso resources	Let's visit a French town • Who lives where • Going to school • Maths • Ordinal numbers • Welcome to my home	Let's go shopping • Conversations • At the shops • Clothes • French money • Shopping list	This is France • Neighbours • Distances • Directions • Paris • Famous French People • Nationalities		All in a day • O'clock, half past, quarter past, quarter to • Am and pm • 5 minute intervals • 24 hour times • At the airport • School week	