

Curriculum Map – Two Year, Long Term Plan.

Year A

Term	Objective	Topic Ideas	Links
Autumn 1 Thankfulness Endurance Mutual respect Individual Liberty	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense  describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  use the basic principles of a healthy diet to prepare dishes  understand where food comes from	All about me Senses Body labelling Exercise Healthy eating School nurse	
Koinonia Thankfulness Compassion Trust Friendship Endurance Mutual respect Rule of Law	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	999 emergency! People who help us – Nurses -Florence Nightingale, Mary Seacole. 999 – Grace Darling, police, fire	School nurse visit
Autumn 2 Koinonia Compassion Forgiveness Endurance Peace Democracy Rule of Law	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]  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	Harvest Great fire of London Bonfire night	Fire brigade visit

<p>Individual Liberty</p>			
<p>Koinonia Thankfulness Hope Compassion Trust Friendship Forgiveness Endurance Peace Mutual respect</p>	<p>explore and compare the differences between things that are living, dead, and things that have never been alive</p>	<p>Autumn and Winter Winter clothes and holidays Xmas Story</p>	<p>Gruffalo's child Stick Man</p>
<p>Spring 1 Koinonia Thankfulness Endurance Democracy Mutual respect Rule of Law Individual Liberty</p>	<p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</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>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>observe and describe how seeds and bulbs grow into mature plants</p>	<p>Down on the farm Farm Looking after animals Life cycles Spring, plants and growth Jobs on the farm and machinery</p> <p>Safari adventure Jungle animals Food chain Climates and habitat</p>	<p>Visit the farm? Jungle book</p>

	<p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>understand where food comes from</p>		
<p>Spring 2</p> <p>Koinonia</p> <p>Thankfulness</p> <p>Hope</p> <p>Compassion</p> <p>Trust</p> <p>Friendship</p> <p>Forgiveness</p> <p>Endurance</p> <p>Peace</p> <p>Rule of Law</p>	<p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</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>evaluate their ideas and products against design criteria</p>	<p>Easter</p> <p>Buildings</p>	<p>Building work around school beginning Jan 2017.</p>
<p>Summer 1</p> <p>Koinonia</p> <p>Compassion</p> <p>Peace</p> <p>Democracy</p> <p>Mutual respect</p> <p>Individual Liberty</p>	<p>name and locate the world's seven continents and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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 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>Around the world</p> <p>UK</p> <p>France</p> <p>Italy</p> <p>Spain</p> <p>Germany – WW2</p>	

<p>Summer 2</p> <p>Hope</p> <p>Trust</p> <p>Friendship</p> <p>Forgiveness</p> <p>Endurance</p> <p>Peace</p> <p>Democracy</p>	<p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Dragons</p> <p>Castles</p> <p>Kings and queens</p> <p>Elizabeth I</p> <p>Queen Victoria</p> <p>Henry VIII</p> <p>Build castle battle equipment – trebuchet</p>	<p>How to train your dragon</p> <p>Mike the knight</p>
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Year B

Term	Objective	Topic Ideas	Links
<p>Autumn 1</p> <p>Koinonia</p> <p>Thankfulness</p> <p>Hope</p> <p>Compassion</p> <p>Mutual respect</p>	<p>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 surrounding environment.</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>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>All about me</p> <p>My house and family</p> <p>Stockton</p> <p>Local Area</p> <p>Comparison to third world country</p> <p>Children in need</p> <p>Harvest</p>	

<p>Autumn 2 Koinonia Hope Friendship Peace Mutual respect Individual Liberty</p>	<p>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</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Diwali Eskimos Cold climate, winter, snow – clothes Xmas around the world – advent calendar</p>	
<p>Spring 1 Hope Compassion Mutual respect</p>	<p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>understand where food comes from</p>	<p>How does your garden grow? Growing vegetables Spring and plants, trees and grass Mini-beast Ponds Life cycles</p>	<p>Hungry caterpillar The bad tempered ladybird</p> <p>Harry and the bucket full of dinosaurs</p>
<p>Endurance Mutual respect Rule of Law</p>	<p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>understand where food comes from</p>	<p>Stomp and roar Dinosaurs</p>	
<p>Spring 2 Koinonia Thankfulness</p>		<p>Easter</p>	

<p>Hope Compassion Trust Friendship Forgiveness Endurance Peace Rule of Law</p>			
<p>Koinonia Endurance Mutual respect</p>	<p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>recognise common used of information technology beyond school.</p> <p>Changes within living memory. Where appropriate, these should be used in reveal aspects of change in national life.</p> <p>explore and evaluate a range of existing products</p>	<p>Back to the future ICT How technology has changed Tim Berners-Lee William Caxton</p>	<p>Metal Micky Smash men</p>
<p>Summer 1 Koinonia Friendship Endurance Democracy Mutual respect Rule of Law</p>	<p>name and locate the world's seven continents and five oceans</p> <p>significant historical events, people and places in their own locality.</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 location of features and routes on a map</p>	<p>Voyage to sea Pirates and sailors Captain Cook Australia</p>	<p>Trincomalee</p>

	the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		
Summer 2 Koinonia Peace Mutual respect Individual Liberty	<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>listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Art – famous artists Opera Ballet Film stars – Hollywood DJ's</p>	

Continuous	Objective	Topic Ideas	Links
A+B	<p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and classifying</p> <p>using their observations and ideas to suggest answers to questions</p> <p>gathering and recording data to help in answering questions</p>	Any science investigation or practical work linked to 'working scientifically' objectives	
	<p>observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p> <p>identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Work completed each season in line with Autumn, Winter, Spring and Summer</p> <p>Daily calendar to include month, weather and season – changed by children</p>	

	<p>To use a range of materials creatively and to design and make products</p> <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>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>Art work and DT design and make in each topic area.</p>	
	<p>Use technology purposefully to create, organize, store, manipulate and retrieve digital content.</p> <p>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.</p>	<p>Using and creating files, PowerPoint, word etc.</p> <p>Using internet programmes – active learn</p> <p>E-safety through specific days</p> <p>Dave Dixon</p> <p>Hector</p>	
	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p>	<p>Worship and singing</p> <p>Incorporated throughout the year in all themes.</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 participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.</p>	<p>PE lessons Play time Outdoor games</p>	
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