

Curriculum Map – Two Year, Long Term Plan.

Cycle A

| Term | Objective | Topic Ideas | Links |
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| <p>Autumn 1 and Autumn 2</p> <p>Healthy Me Thankfulness Compassion Endurance Individual Liberty</p> <p>Koinonia Thankfulness Hope Compassion Endurance Peace Mutual Respect Rule of Law Individual Liberty</p> <p>Koinonia Thankfulness Endurance Democracy Mutual Respect Individual Liberty</p> | <p>Science link Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ 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. <p>History Lives of significant others – Florence Nightingale, Mary Seacole, Grace Darling</p> <p>Design Technology Link use the basic principles of a healthy and varied diet to prepare dishes</p> <ul style="list-style-type: none"> ☑ understand where food comes from. <p>explore and evaluate a range of existing products</p> <ul style="list-style-type: none"> ☑ evaluate their ideas and products against design criteria | <p>All about me Senses Body labelling Exercise Healthy eating School nurse People who help us – Nurses -Florence Nightingale, Mary Seacole. 999 – Grace Darling, police, fire School nurse visit</p> | <p>RE English Maths</p> |

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| <p>Thankfulness Hope Compassion Trust Endurance Mutual Respect Individual Liberty</p> | <p>PHSE links</p> <p>Identify some hazards in the home, such as cleaning products and medicines. Describe ways of keeping safe in familiar situations.</p> <p>Explain ways of keeping clean (e.g. washing their hands and keeping their hair tidy) and how this stops the spread of diseases</p> <p>When do you need medicine? Where do you keep medicines? People who help us</p> <p>Explain how they like to rest and relax, knowing that this contributes to their own well-being. Explain how they share the responsibility for keeping themselves and others safe. Communicate and respond to their own and others' feelings.</p> | | |
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| <p>Spring 1 and Spring 2</p> <p>Back to the future</p> <p>Thankfulness Hope Individual Liberty</p> <p>Koinonia Hope Compassion Trust Friendship Endurance Democracy Mutual Respect Individual Liberty</p> <p>Koinonia Trust Friendship Forgiveness Endurance Democracy</p> | <p>History links: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Design Technology links:</p> <ul style="list-style-type: none"> ▪ Design purposeful, functional, appealing products for themselves and other users based on design criteria <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <ul style="list-style-type: none"> ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ select from and use a range of tools and 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 ▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Computing links:</p> <ul style="list-style-type: none"> ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs | <p>Technology old and new Museum in school Using a floor robot to build a new technology</p> | <p>PHSE English</p> |
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| <p>Mutual Respect</p> <p>Koinonia Thankfulness Peace</p> <p>Democracy Mutual Respect Individual Liberty</p> | <p>Music links:</p> <ul style="list-style-type: none">▪ listen with concentration and understanding to a range of high-quality live and recorded music | | |
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| <p>Summer 1</p> <p>Squash and squeeze</p> <p>See Bounce Cornerstones – adding in more subjects</p> <p>Koinonia Trust Friendship Endurance Democracy Mutual Respect</p> <p>Koinonia Thankfulness Hope Compassion Endurance Peace Democracy Mutual Respect Individual Liberty</p> | <p>Science link: Animals and</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ 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 simple physical properties. <p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ 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. <p>Art:</p> <p>To develop a wide range of art and design techniques in using colour, patten, texture, line, shape, form and space.</p> | | |
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| <p>Koinonia Hope Compassion Trust Friendship Endurance Democracy Mutual Respect Individual Liberty</p> <p>Koinonia Thankfulness Peace Democracy Mutual Respect Individual Liberty</p> | <p>DT To use a range of materials creatively to design and make products Balloon Car</p> <p>Music Tempo</p> | | |
| <p>Summer 2</p> <p>Green Fingers</p> <p>Koinonia Thankfulness Hope Endurance Peace Respect Individual Liberty</p> | <p>Science link: Pupils should be taught to:</p> <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. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. | | |

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| <p>Koinonia Thankfulness Hope Compassion Mutual Respect Individual Liberty</p> | <p>Art and Design links:</p> <ul style="list-style-type: none"> 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. | | |
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Curriculum Map – Two Year, Long Term Plan.

Cycle B

| Term | Objective | Topic Ideas | Links |
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| <p>Autumn 1 and 2</p> <p>Where on Earth?</p> <p>Koinonia Thankfulness Compassion Friendship Democracy Mutual Respect</p> | <p>Geography</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>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>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>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,</p> | <p>All about me My house and family Stockton Local Area Comparison to third world country Children in need Captain Cook</p> <p>Harvest</p> | <p>RE English Maths</p> |

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| <p> Koinonia Thankfulness Compassion Peace Democracy Rule of Law Individual Liberty </p> <p> Koinonia Thankfulness Hope Compassion Endurance Peace Democracy Mutual Respect Individual Liberty </p> <p> Koinonia Hope Compassion Trust Friendship Endurance Democracy Mutual Respect Individual Liberty </p> | <p>harbour and shop</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>History Significant historical events, people and places in their own locality</p> <p>Art to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>DT build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>PSHE</p> | | |
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| <p>Koinonia Thankfulness Hope Compassion Trust Friendship Peace Democracy Mutual Respect Rule of Law Individual Liberty</p> | <p>Recognise some dangerous situations out of school grounds, such as crossing the road and talking to strangers. Suggest ways to avoid dangerous situations and be aware that they should not keep adults' secrets</p> <p>1 Decision Activity Workbook pages 4 – 12. 1 Decision Activity Workbook page 31, 33 & 35</p> <p>Observation of sorting medicine chest items to demonstrate understanding of what are medicines.</p> <p>Draw and write about what they are keeping safe from indoors and outdoors, and whose job it is to keep them safe – visit from police officer, fire officer, crossing patrol.</p> <p>Poster highlighting safety messages.</p> <p>Highlighting risks</p> <p>Suggest how they could make a positive contribution to their class, school or community.</p> <p>Explain how they belong to various groups and communities and contribute to the development of class and group rules.</p> <p>Identify and describe characteristics that make a good citizen. Identify how their local environment can be harmed and improved. Know what they are good at and how it can help a group perform a task</p> <p>Contribute to a discussion and put their own views forward clearly and appropriately.</p> <p>Develop <i>green rules</i> for playground.</p> <p>Plant bulbs or decide something for a long-term project.</p> <p>ICT</p> | | |
| <p>Spring 1 and 2</p> <p>Disaster Disaster!</p> <p>Koinonia Hope Compassion Trust Friendship Endurance</p> | <p>History</p> <p>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]</p> | <p>Harvest Great fire of London Bonfire night</p> | <p>Fire brigade visit</p> |
| | | <p>Autumn and Winter Winter clothes and holidays Xmas Story</p> | <p>Gruffalo's child Stick Man</p> |

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| <p>Democracy Mutual Respect Individual Liberty</p> <p>Koinonia Thankfulness Friendship Peace</p> <p>Democracy Mutual Respect Rule of Law Individual Liberty</p> <p>Koinonia Thankfulness Hope Compassion Trust Friendship Peace</p> <p>Democracy Mutual Respect Rule of Law Individual Liberty</p> <p>Koinonia Hope Compassion Trust Friendship Endurance</p> <p>Democracy Mutual Respect Individual Liberty</p> | <p>Geography</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>PSHE</p> <p>Describe and respect similarities and differences between people, including people from different places in the world, or different ethnic backgrounds.</p> <p>DT</p> <p>Making houses</p> | | |
| Summer 1 | | Farm | Visit the farm? |

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| <p>Deadly 60 Koinonia Thankfulness Compassion Mutual Respect Individual Liberty</p> <p>Koinonia Thankfulness Hope Compassion Trust Friendship Forgiveness Endurance Peace Democracy Mutual Respect Rule of Law Individual Liberty</p> | <p>Science 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 microhabitats 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>PSHE Describe how they are the same as, or different to a friend or family member. Show an awareness of how needs change as they grow from young to old. Recognise what is fair/unfair, right/wrong, kind/unkind and utilise this in planning and deciding. Recognise that all living things have needs and we share a responsibility to meet them.</p> | <p>Looking after animals Life cycles Spring, plants and growth Jobs on the farm and machinery</p> <p>Jungle animals Food chain Climates and habitat</p> | <p>Jungle book</p> |
| <p>Summer 2</p> | | <p>Easter</p> | |

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| <p>Stomp and Roar</p> <p>Thankfulness Mutual Respect</p> <p>Koinonia Compassion Trust Endurance Peace Democracy Mutual Respect Individual Liberty</p> <p>Koinonia Hope Compassion Trust Friendship Endurance Democracy Mutual Respect Individual Liberty</p> | <p>Science</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Music</p> <p>play tuned and untuned instruments musically</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>History</p> <p>Significant historical events</p> | <p>Buildings</p> | <p>Building work around school beginning Jan 2017.</p> |
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