

WHOLE SCHOOL CURRICULUM MAP 2023-2024

Autumn Review - **Completed** / **Introduced but needs revisiting** / **Not yet covered** – please annotate with details of changes in a different colour font

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Writing	Focus on transcription skills – handwriting, Phonics for spelling, dictation	Writing to inform - labels, list and captions	Writing to express oneself Poetry & Vocabulary building - Seasons Free Verse - Small creatures (HfL) Writing to narrate - Fiction – predictable phrasing	Writing to narrate: Contemporary Fiction - Compose story about Lost in the Toy Museum (Grammar W1, W2, S1, S2, T1, P1, P2, P3) Writing to express oneself Poetry building	Writing to instruct (related to glove puppets)	Writing to inform non'chron reports on pets/animals Writing to narrate Fiction -
English Reading						Grandad's Camper
Maths (Maths No Problem, Fluency, Times Table Rock Stars)	Numbers to 10 Number Bonds Addition Within 10 Subtraction Within 10 Positions	Numbers to 20 Addition and Subtraction Within 20 Shapes and Patterns	Length and Height Numbers to 40 Addition and Subtraction Word Problems	Multiplication Division	Fractions Numbers to 100 Time Money	Volume and Capacity Mass Space
Science	Animals including humans / Seasonal Change		Seasonal Change	Properties of everyday materials	Plants/ Seasonal Change	
History	How am I making history?			How have toys changed? (Use Kapow and St Cath's resources)		* How have explorers changed the world? Diversity of explorers
Geography		What is it like here?	What is the weather like?		What is it like to live in _____?	
Computing	Online Safety & Exploring Purple Mash	Maze Explorers Technology outside School	Coding	Grouping and Sorting & Pictograms	Animated Story Books	Spreadsheets & Lego Builders
PE	Gymnastics	Agility and strengths	Multiskills	Dance	Swimming Athletics	Swimming Athletics
Music	Singing and Performing (high/low using voices in different ways) improvising rhythms/ Listening and Appraising		Listening and Appraising Discuss musical structure in simple language fast/slow high/low improvising rhythms/		Improvising rhythms, Use voice, hands to create patterns of sounds that can be repeated.	
RE	Understanding Christianity / Emmanuel Project					
D&T		Construction: Constructing a windmill		Textiles: Puppets	Cooking and Nutrition: Fruit and Vegetables	
Art	Drawing; Make your mark	Christmas Card in the Style of... Piet Mondrian	Sculpture and 3D; Paper play			Painting and mixed media; Colour splash
PSHE/RSE	Introduction Lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Transition lesson

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YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Writing	Writing to narrate Fiction – Fairytales Compose story of Rapunzel’s Escape! /Hansel & Gretel (HfL) (Grammar W4, S1, S2, S3, T4, P1) Writing to inform - report - Monarch	Fiction – Narrative Last Stop on Market Street (HfL) (Grammar W4, S1, S2, S3, T4,T5, P1, P4) Christmas T1B	Writing to express oneself Poetry & Vocabulary building Free poetry (In to the blue / Emperor Penguin by Liz Brownlee) Writing to describe - Recount ‘Ship’s Log’ – What happened on board the Titanic...	Writing to describe Fiction Postcards different locations (Grammar W4, S1, S2, S3, T4, P1, P2, P3) Non- fiction: Writing to persuade – Come and be beside the seaside! (Grammar W2, W3, S1, S2, T4, P1, P2)	Non- fiction: Writing to explain – An owner’s guide for minibeast/bug (HfL) (Grammar W4, S1, S2, S3, T4, T5, P1) Fiction	Writing to inform - Schools (Grammar W4, S1, S2, S3, T4, P1, P4) Writing to describe/narrate Recount (Take One Book) Julian is a Mermaid
English Reading	Little People Big Dreams King Charles/Queen Elizabeth			At the Beach – Roland Harvey (postcards will support postcard writing)		Julian is a Mermaid And Tango Makes 3
Maths (Maths No Problem, Fluency, Times Table Rock Stars)	Numbers to 10 Number Bonds Addition Within 10 Subtraction Within 10 Positions	Numbers to 20 Addition and Subtraction Within 20 Shapes and Patterns	Length and Height Numbers to 40 Addition and Subtraction Word Problems	Multiplication Division	Fractions Numbers to 100 Time Money	Volume and Capacity Mass Space
Science	Animals including humans		Use of everyday materials		Living things and their habitats	Plants
History	What is a monarch?		*1912-The Titanic (St Cath’s unit) Compare different classes			*How was school different in the past? Girls and boys, rich and poor
Geography		Why is our world wonderful?		Would you prefer to live in a hot or cold place?	What is it like to live by the coast?	
Computing	Online Safety & Spreadsheets	Creating pictures	Making Music & Effective searching	Coding	Presenting Ideas	Questioning
PE	Gymnastics	Agility and strengths	Multiskills	Dance	Swimming Athletics	Swimming Athletics
Music	Singing and Performing. Use high/low using voices in different ways find a comfortable sitting position		Listening and Appraising Discussing musical structure in simple language fast/slow high/low) improvising rhythms/		Improvising rhythms Use voice, instruments to create patterns of sounds that can be repeated.	
RE	Understanding Christianity / Emmanuel Project					
D&T	Structures – Chairs/(a throne)	Food: A balanced diet (Mini 1-3 lessons)		Mechanisms – Fairground Wheel	Mechanisms: Making a moving monster (minibeast)	
Art		Craft and Design: Map it out Christmas card in the style of Andy Warhol	Sculpture and 3D; Clay houses			Drawing; Tell a story
PSHE/RSE	Introduction Lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Transition lesson

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YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Writing to express oneself Poetry – light Writing to inform Non-chron report about the castles they have designed and built in D&T	Writing to narrate Fiction: Love One Book Stone Age Boy Grammar S1, S2, S3, T1, P1) Writing to express oneself Poetry & Vocabulary building The magic Box - Christmas	Writing to describe Recount – Egyptian child diary Writing to narrate The Boy who Grew Dragons Take One Book (narrative)	Writing to narrate Fiction – Create a Play script for St George’s Day (HfL) (Grammar S1, S2, S3) Writing to instruct How to catch a _____ (Grammar S1, S2, S3, T1, T2, W2, W3)	Writing to narrate Fiction: Twisted Tale from a key characters perspective (HfL) Ulf the Finger Eater (Grammar S1, S2, S3, T1, T3) Poetry	Writing to persuade (saving the arctic region?) Narrative – stories with a familiar setting
English Reading		The Pebble in my Pocket	The Boy Who Grew Dragons		Iron Man Ulf the Finger Eater	
Maths (Maths No Problem, Fluency, TITRS)	Numbers to 10 Number Bonds Addition Within 10 Subtraction Within 10 Positions	Numbers to 20 Addition and Subtraction Within 20 Shapes and Patterns	Length and Height Numbers to 40 Addition and Subtraction Word Problems	Multiplication Division	Fractions Numbers to 100 Time Money	Volume and Capacity Mass Space
Science	Light	Rocks	Forces and Magnets	Plants	Animals including humans	
History		Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	How different were the beliefs in Ancient Egypt?		How have children’s lives changed?	
Geography	Are all settlements the same?			Where does our food come from?		Who lives in Antarctica?
Computing	Online Safety & Presenting	Coding	Touch Typing & Simulations	Branching Databases & Spreadsheets	Email (inc.email safety)	Graphing
PE	Gymnastics	Agility and strengths	Multiskills	Dance	Swimming Athletics	Swimming Athletics
Music	Singing and Performing- Sing in tune and listen to others within the group when singing enjoy singing in small groups and in tune composition		Listening and Appraising Discussing musical structure in simple language Tempo/pitch/dynamic		Charanga- Improvising and Composition (Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	
RE	Understanding Christianity / Emmanuel Project					
D&T	Structures: Constructing a castle			Textiles: Dragon pendants Cross-stitch and applique (1 lesson)		Cooking and Nutrition: Eating Seasonally
Art		Painting and Mixed media; Prehistoric Painting Christmas card in the style of Georgia O’Keefe	Craft and Design: Ancient Egyptian scrolls		Sculpture and 3D; Abstract Shape and Space	
PSHE	Introduction Lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Transition lesson
MFL (Rouge)	Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [e] [i] [u] Silent Final Consonant [SFC] -t, -s, -d Silent Final E [SfE] [an/en] open and closed [eu] [ch] [au/eau/o/ô] [on] [ou] Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, ‘I have a present for’ story Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)		Phonics: the SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai] Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)		Phonics: the SSC (sound-symbol correspondences) taught this term are: [SfE] soft [c/ç] [-ien] [qu] [j/soft g] [-tion] Vocabulary: colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months Grammar: revisit definite articles & adjective agreement, subject pronouns (il/elle) with objects to mean ‘it’, plural definite article (les), using aimer détester + definite article, revisit intonation questions (including with comment, quand)	

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YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Writing	<p>Writing to describe and narrate Fiction – Journey (portal stories)</p> <p>Writing to describe - Recounts (3rd person newspapers on a created situation in school).</p>	<p>Writing to narrate Fiction – Compose own Greek myth (Grammar W2, S1, S2, S3, T1, T2, P1, P1)</p> <p>Writing to inform Non-chronological report – mythical creatures</p>	<p>Escape to Pompeii – recount to describe</p> <p>Writing to narrate Fairytales – Jack and the Baked Bean Stalk</p> <p>Writing to inform - Could use biographies of Jack or the Giant from Jack and the Baked Bean Stalk</p>	<p>Writing to express oneself Poetry & Vocabulary</p> <p>Writing to inform - Volcanoes</p> <p>Writing to inform – biographies</p>	<p>Non-fiction: Writing to instruct (building a habitat to encourage wildlife - suggested) (Grammar W2, S1, S2, S3, T2 P3)</p> <p>Writing for a range of purposes Kensuke’s Kingdom T1B</p> <p>Poetry & Vocabulary Free verse - The Lost Words</p>	<p>Non-fiction: Writing to explain New inventions How does a _____ work? (Grammar W2, S1, S2, S3, T1,T2,W1)</p> <p>Writing for a range of purposes The Miraculous Journey of Edward Tulane</p>
English Reading	<p>The Great Food Bank Heist</p> <p>Back on Weird Street</p> <p>Newspaper articles from First News/The Week</p>	<p>Greek myths</p> <p>Information texts – Athena, the story of a Goddess</p>	<p>Roman non-fiction texts - So You Think You’ve Got it Bad – A kids life in ancient Rome</p>	<p>Poetry – The Bird Crocodile</p>	<p>Kensuke’s Kingdom (fiction / recount)</p> <p>Charlotte’s web Poetry - The water in the glass you are holding right now* Centre for Literacy in Primary Education (clpe.org.uk)</p>	<p>Until I Met Dudley (explanation)</p> <p>The Miraculous Journey of Edward Tulane</p>
Maths (Maths No Problem, Fluency, TTRS)	<p>Numbers to 10 000 Addition Within 10 000 Subtraction Within 10 000</p>	<p>Multiplication and Division Further Multiplication</p>	<p>Graphs Fractions</p>	<p>Roman Numerals Time Decimals</p>	<p>Money Length, Mass and Volume Area and Perimeter</p>	<p>Geometry Position and Movement</p>
Science	<p>Animals including humans Nutrition</p>	<p>Teeth</p>	<p>Sound</p>	<p>States of matter</p>	<p>Living things and their habitats</p>	<p>Electricity</p>
History		<p>*What did the Greeks ever do for us? Compare girls and boys, rich and poor</p>	<p>Why did the Romans settle in Britain?</p>			<p>What was life like for Tudors? *Out of chronological order</p>
Geography				<p>Why do people live near volcanoes?</p>	<p>What are rivers and how are they used?</p>	
Computing	<p>Online Safety & Hardware Investigators</p>	<p>Animation & Effective Searching</p>	<p>Making Music & Logo</p>	<p>Writing for Different Audiences</p>	<p>Coding</p>	<p>Spreadsheets</p>
PE	<p>Gymnastics</p>	<p>Agility and strengths</p>	<p>Multiskills</p>	<p>Dance</p>	<p>Swimming Athletics</p>	<p>Swimming Athletics</p>
Music	<p>Singing and Performing Sing in tune and listen to others within the group when singing Listening and Appraising</p>		<p>Listening and Appraising Discussing musical structure in simple language Tempo/pitch/dynamic rhythm</p>		<p>Composition (Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	
RE	Understanding Christianity / Emmanuel Project					
D&T		<p>Structures: Pavilions</p>	<p>Digital world; electric poster</p>			<p>Mechanical systems: Making a sling shot car</p>
Art	<p>Drawing; Power Prints</p>	<p>Christmas card in the style of Kandinsky</p>		<p>Painting and mixed media; Light and Dark</p>	<p>Craft and design; Fabric of Nature</p>	
PSHE/RSE	<p>Introduction Lesson Family and relationships</p>	<p>Family and relationships Health and wellbeing</p>	<p>Health and wellbeing Safety and the changing body</p>	<p>Safety and the changing body Citizenship</p>	<p>Citizenship Economic wellbeing</p>	<p>Economic wellbeing Transition lesson</p>
FL Jaune	<p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [e] [i] [u] Silent Final Consonant [SFC] -t, -s, -d Silent Final E [SFe] [an/en]</p>		<p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai] Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to</p>		<p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion] Vocabulary: colour and other adjectives to describe animals, story creation, loves and</p>	

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	<p>open and closed [eu] [ch] [au/eau/o/ô] [on] [ou]</p> <p>Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story</p> <p>Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)</p>	<p>Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)</p>	<p>hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months</p> <p>Grammar: revisit definite articles & adjective agreement, subject pronouns (il/elle) with objects to mean 'it', plural definite article (les), using aimer détester + definite article, revisit intonation questions (including with comment, quand)</p>
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YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Writing	Fiction- Beowulf (Grammar W1, W2, S1, S2, T1, P1, P2, P3) Writing to express oneself Poetry – The Listeners (HfL)	Writing to express oneself Poetry & Vocabulary building Free verse - from pictures/settings (HfL) Writing to describe Recount - exhibition and evaluation	Non-fiction: Writing to explain Explorer's Guide (HfL) (Grammar W1, W2, S1, S2, T1, P1, P2, P3) Writing to inform (Planets)- including a comparison (Grammar W1, W2, S1, S2, T1, P1, P2, P3)	Writing to argue - Is the rainforest beyond saving? Grammar W1, W2, S1, S2, T1, P1, P2) Writing to narrate Fiction – Suspense The boy in the Tower	Writing to express oneself Poetry Writing for a range of purposes Take 1 Book	Writing to describe – setting descriptions of Narnia Writing to describe and narrate– portal stories Writing to instruct – Make a class recipe book
English Reading	First Day Centre for Literacy in Primary Education (clpe.org.uk) Poetry Beowulf		Viking Boy A Galaxy of her Own extracts	The Explorer or The Girl Who Stole an Elephant Survivors – extract on the girl who crashed in the Amazon News reports on children who survived in Colombian rainforest	Counting On Katherine	The Lion, the Witch and the Wardrobe
Maths (Maths No Problem, Fluency, Times Table Rock Stars)	Numbers to 10 Number Bonds Addition Within 10 Subtraction Within 10 Positions	Numbers to 20 Addition and Subtraction Within 20 Shapes and Patterns	Length and Height Numbers to 40 Addition and Subtraction Word Problems	Multiplication Division	Fractions Numbers to 100 Time Money	Volume and Capacity Mass Space
Science	Properties and changes of materials	Forces	Earth & Space	Animals including humans		Life cycles and Reproduction
History	How hard was it to invade and settle in Britain?		Were the Vikings raiders or peace-loving settlers?		*What does the Census tell us about our local area? Diversity, Equality,	
Geography		Why do oceans matter?		Why are rainforests important to us?		Why does population change?
Computing	Online Safety & Concept Maps	Word Processing	Game creator & Coding	Coding & 3D Modelling	Spreadsheets	Databases
PE	Gymnastics	Agility and strengths	Multiskills	Dance	Swimming Athletics	Swimming Athletics
Music	Singing and Performing know and sing songs from memory. Be able to talk about a song: genre, what it is about and the meaning of the lyrics. Know the importance of warming up.		Listening and Appraising Discussing musical structure in simple language Tempo/pitch/dynamic Rhythm/ pitch		Charanga- Composition and performance Record the composition using accurate notation, perform a composition of a song to friends, communicate the meaning of the words effectively.	
RE	Understanding Christianity / Emmanuel Project					
D&T	Mechanical systems: Making a pop-up book (Beowulf)			Electrical systems; Doodlers		Cooking and Nutrition; What could be healthier?
Art	Painting and mixed media: Portraits	Christmas card in the style of Vincent Van Gogh	Drawing; I need space		Sculpture and 3D interactive installation	
PSHE (Jigsaw, Christopher Winter RSE)	Introduction Lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Transition lesson

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MFL	<p>Phonics: the SSC (sound-symbol correspondences) revisited and/or introduced this term are: Silent Final Consonant [SFC] Silent Final E [SFe] [a] [an/am/en/em] [i] [in/im] [qu] [u] [ou] [on] [au/eau/o/ô] open and closed [eu] We also revisit liaison.</p> <p>Vocabulary: greetings, adjectives to describe mood and character, months, numbers 13-31, dates, nouns and adjectives for places, festivals, physical description, interrogatives qui ? quell ? quelle ?</p> <p>Grammar: être (plural) regular plural adjective agreement (-s) avoir (plural), singular and plural indefinite articles (un, une, des), intonation questions (including with quoi, où, qui, quand, comment)</p>	<p>Phonics: the SSC (sound-symbol correspondences) revisited and/or taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai] We also revisit liaison.</p> <p>Vocabulary: verbs and nouns to describe activities in school, at the weekend, life in the city and country, journeys</p> <p>Grammar: -ER present tense (singular) and 1st person plural (we), JOUER + à + sports, ALLER (singular), definite articles (le, la, les), regular plural marking on nouns (-s), indefinite articles (un, une, des), il y a, Est-ce que questions (including with WH-words), negation (ne ... pas)</p>	<p>Phonics: the SSC (sound-symbol correspondences) revisited and/or taught this term are: [SFC] Silent Final E [SFe] soft [c/ç] [ch] [-ien] [qu] [j/soft g] [-tion] We also revisit liaison.</p> <p>Vocabulary: verbs and nouns to describe sports, playing instruments, activities in different countries, life at home, home town, requesting food and drink</p> <p>Grammar: FAIRE (singular), weather expressions with faire, faire vs. jouer with sports, jouer + de + instruments, pronoun on meaning you (general) and we, 2-verb structures (aimer, detester, devoir, vouloir, pouvoir - singular)</p>
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YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Writing	<p>Writing to describe Fiction – Letters from evacuees</p> <p>Non-fiction:</p> <p>Writing to describe Newspaper reports about Blitz bombing raid</p> <p>Writing to express oneself Poetry & Vocabulary building WWII poems</p>	<p>Writing to narrate Fiction: Short stories based on Lift</p> <p>Writing to persuade – based on Varmits</p>	<p>Writing to inform Non-fiction:</p> <p>Report: Spiderwick Chronicles (HfL) (Grammar T1, W1, W2, S1, T2, T3, P2, P3)</p> <p>Rotary club writing</p>	<p>Writing to narrate Fiction: (Exploring fiction genres-HfL) (Grammar T1, W1, W2, P1)</p> <p>Writing ghost stories based on Clockwork by Philip Pullman</p>	<p>Writing to express oneself Poetry</p> <p>Writing to instruct – caring for Spiderwick creature</p>	<p>Writing to inform Biographies/ Autobiographies about themselves (Stone girl/Bone Girl HfL) (T1, W1, W2, T2, P1)</p> <p>Writing to narrate : Monkey Temple</p>
English Reading	<p>Goodnight Mister Tom</p> <p>When the Sky Falls</p> <p>WWII non-fiction texts</p> <p>Diary of Anne Frank</p>	<p>Newspaper articles from The Week Junior and other sources</p> <p>The Island at the End of Everything</p> <p>Danny the Champion</p>	<p>Non-fiction texts</p> <p>Spiderwick fieldguide</p> <p>The Highwayman - poem</p>	<p>Clockwork</p> <p>In the Dead of Winter</p> <p>Pax</p> <p>Ruby Redfort</p>	<p>Selection of poetry</p> <p>Bringing up baby dragons</p>	<p>Boy – Roald Dahl</p> <p>The Final Year</p>
Maths (Maths No Problem, Fluency, Times Table Rock Stars)	<p>Numbers to 10,000,000</p>	<p>4 operations with whole numbers</p> <p>Fractions</p>	<p>Decimals</p> <p>Measurement</p> <p>Percentages</p>	<p>Ratio</p> <p>Algebra</p> <p>Area and Perimeter</p>	<p>Volume</p> <p>Geometry</p>	<p>Position, Movement and Graphs</p>
Science	<p>Animals including humans – exercise, diet, circulation, human body</p>		<p>Living things in their habitats; classification</p>	<p>Evolution and inheritance</p>	<p>Electricity</p>	<p>Light</p>
History	<p>What was the impact of World War II on the people of Britain?</p>		<p>*Why did the Maya civilisation decline so quickly?</p> <p>Diversity</p>		<p>*Unheard Histories; Banknote significant people (Kapow and St Cath’s resources) Diversity</p>	
Geography		<p>Would you like to live in the desert?</p>		<p>Where does our energy come from?</p>		<p>I can carry out an independent fieldwork enquiry</p>
Computing	<p>Online Safety & Blogging</p>	<p>Coding – purple mash</p>	<p>Text Adventures</p>	<p>Understanding Binary Text</p>	<p>Spreadsheets</p> <p>Quizzing</p>	<p>Coding (scratch) and Networks</p>
PE	<p>Gymnastics</p> <p>Netball</p>	<p>Football</p> <p>Multi skills</p>	<p>Dance</p> <p>Rugby</p>	<p>Hockey</p> <p>Tennis</p>	<p>Swimming</p> <p>Athletics</p>	<p>Swimming</p> <p>Athletics</p>
Music	<p>Singing and Performing- know and sing songs from memory. Be able to talk about a song: genre, what it is about and the meaning of the lyrics. Know the importance of warming up.</p>		<p>Listening and Appraising</p> <p>Discussing musical structure in simple language</p> <p>Tempo/pitch/dynamic</p> <p>Rhythm/ pitch/ timbre</p>		<p>Charanga- Composition and performance</p> <p>Record a composition with pulse, temp and dynamics using accurate notation. Plan and rehearse effectively. Perform to an audience</p>	
RE	<p>Understanding Christianity / Emmanuel Project</p>					
D&T	<p>Structure: Playgrounds</p>			<p>(freed for sats)</p>	<p>Electrical Systems: Steady Hand Game</p>	<p>Textiles: Upcycling school uniform</p>
Art		<p>Craft and Design: Photo opportunity</p>	<p>Drawing; Make my voice heard</p>			<p>Making memories</p>
PSHE/RSE	<p>Introduction Lesson</p> <p>Family and relationships</p>	<p>Family and relationships</p> <p>Health and wellbeing</p>	<p>Health and wellbeing</p> <p>Citizenship</p>	<p>Citizenship</p>	<p>Safety and the changing body</p> <p>Economic wellbeing</p>	<p>Economic wellbeing</p> <p>Transition lesson</p>
MFL	<p>Phonics: the SSC (sound-symbol correspondences) revisited and/or introduced this term are: Silent Final Consonant [SFC] Silent Final E</p>		<p>Phonics: the SSC (sound-symbol correspondences) revisited and/or taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai] We also revisit liaison.</p>		<p>Phonics: the SSC (sound-symbol correspondences) revisited and/or taught this term are: [SFC] Silent Final E [SFe] soft [c/ç] [ch] [-ien]</p>	

WHOLE SCHOOL CURRICULUM MAP 2023-2024

Autumn Review - Completed / Introduced but needs revisiting / Not yet covered – please annotate with details of changes in a different colour font

	<p>[Sfɛ] [a] [an/am/en/em] [i] [in/im] [qu] [u] [ou] [on] [au/eau/o/ô] open and closed [eu] We also revisit liaison. Vocabulary: greetings, adjectives to describe mood and character, months, numbers 13-31, dates, nouns and adjectives for places, festivals, physical description, interrogatives qui ? quell ? quelle ? Grammar: être (plural) regular plural adjective agreement (-s) avoir (plural), singular and plural indefinite articles (un, une, des), intonation questions (including with quoi, où, qui, quand, comment)</p>	<p>Vocabulary: verbs and nouns to describe activities in school, at the weekend, life in the city and country, journeys Grammar: -ER present tense (singular) and 1st person plural (we), JOUER + à + sports, ALLER (singular), definite articles (le, la, les), regular plural marking on nouns (-s), indefinite articles (un, une, des), il y a, Est-ce que questions (including with WH-words), negation (ne ... pas)</p>	<p>[qu] [j/soft g] [-tion] We also revisit liaison. Vocabulary: verbs and nouns to describe sports, playing instruments, activities in different countries, life at home, home town, requesting food and drink Grammar: FAIRE (singular), weather expressions with faire, faire vs. jouer with sports, jouer + de + instruments, pronoun on meaning you (general) and we, 2-verb structures (aimer, detester, devoir, vouloir, pouvoir - singular)</p>
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