Curriculum mapping
Use this document as a guide to your year groups expected teaching units over the course of the year. For subjects which use Kapow please click here

The unit referened first under each term is to be taught in term 1. e.g:
Seasonal change - Autumn 1
Everyday materials - Autumn 2

Science lesson should be 1 hour 30 mins weekly, History/ Geography lessons should be 1 hour weekly and alternate half terms.
DT units are taught as 2 projects on separate days at the end of academic terms.
Computing lessons should where approprotate take place in the computing suite in the agreed time slot.

Please do not edit this sheet without speaking to SLT first. Any issues or questions please email Ben

Year group	Year 1			Y2			Y3			Y4			Y5			Y6		
Term	**Autumn**	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**
Science	Seasonal changes. Everyday materials	Senseative bodies Comapring animals	Introduction to plants TBC	Habitats Micro-Habitats	Uses of everyday materials Comapring animals	Plant growth TBC	Movement and nutrition Forces and Magnets	Rocks and Soil Light and Shadows	Plant Reproduction TBC	Digestion and Food Electricity and Circuits	Classification and changing habitats States of matter	Sound and vibrations TBC	Mixtures and Seperation Properties and Change	Earth and Space Life cycles and reproduction	Imbalanced forces Human timeline	Classifying big and small Light and reflection	Evoltution and inhertiance Circuits, batteries and switches	Circulation and exercise TBC
History	How am I making history? (Aut 2)	How have toys changed? (Spr 1)	How have explorers changed the world? (Sum 1)	How was school different in the past? (Aut 1)	How did we learn to fly? (Spr 2)	What is a monarch? (Sum 1)	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans settle in Britain?	What did the ancient Egyptians believe? (Sum 2)	How have children's lives changed? (Aut1)	British history 3: How hard was it to invade and settle in Britain?	British history 4: Were the Vikings raiders, traders or settlers?	British history 5: What was life like in Tudor England? (Aut 2)	What did the Greeks ever do for us? (Spr 2)	How did the Maya civilisation compare to the Anglo-Saxons? (Sum 1)	What does the Census tell us about our local area? (Aut 1)	British history 6: What was the impact of World War II on the people of Britain? (Spr 1)	Unheard histories: Who should go on the banknote? (Sum 1)
Geography	What is it like here? (Aut 1)	What is the weather like in the UK? (Spr 2)	What is it like to live in Shanghai? (Sum 2)	Would you prefer to live in a hot or cold place? (Aut 2)	Why is our world wonderful? (Spr 1)	What is it like to live by the coast? (Sum 2)	Why do people live near volcanoes? (Aut 2)	Who lives in Antarctica? (Spr 2)	Are all settlements the same? (Sum 1)	Why are rainforests important to us? (Aut 2)	Where does our food come from? (Spr 1)	What are rivers and how are they used? (Sum 1)	What is life like in the alps? (Aut 1)	Why do oceans matter? (Spr 1)	Would you like to live in the desert? (Sum 2)	Why does population change? (Aut 2)	Where does our energy come from? (Spr 2)	Can I carry out an independent fieldwork enquiry? (Sum 2)
DT	Cooking and nutrition: Fruit and vegetables Structures: Constructing windmills (Lesson 1 - 3 omit lesson 4)	Mechanisms: Moving story book (Lesson 1 - 3; omit lesson 4) Textiles: Puppets	Mechanisms: Wheels and axles	Mechanisms: Fair ground wheels Cooking and nutrition: A balanced diet	Structures: Baby bear's chair (Lesson 2 - 4; omit lesson 1) Textiles: Pouches (Lessons 1 – 3; omit lesson 4)	Mechanisms: Moving monsters	Textiles: Cross stitch and appliqué Cushions or Egyptian collars Structures: Constructing a castle	Cooking and nutrition: eating seasonally Digital world: Electronic charm	Mechanical system: Pneumatic toys (Lessons 2 – 4; omit lesson 1) NB. Watch the tea box in lesson 1, as a physical example.	Mechanical systems: Making a slingshot car Textiles: Fastenings (Lessons 2-4; omit lesson 1	Structures: Pavillions Cooking and nutrition: Adapting a recipe	Electrical systems: Torches (Lessons 2 - 4; omit lesson 1)	Cooking and nutrition: What could be healthier? Electrical systems: Doodlers (Lessons 1 - 3; omit lesson 4)	Mechanical systems: Making a pop-up book (Lessons 1 - 3; omit lesson 4) NB. Use the Jack and Jill book and moving parts	Structures: Bridges	Structure: Playgrounds (Lessons 1 - 3; omit lesson 4) NB. Skip the surrounding landscape and complete the playground structures in lesson 3.	Electrical systems: Steady hand game (Lesson 2 - 4; omit lesson 1) Digital world: Navigating the world	Cooking and nutrition: Come dine with me
Art	Developing drawing and painting skills	Design technology - structures	Making collage	Expressive painting	Moulding, constructing and creating texture	Printmaking	2D and 3D shapes	Design Technology - mechanisms	Experimental lines and digital marks	Studying artists and their inspiration	Patterns, symmetry and optical illusions	Colour theory	Modern and traditional portraiture	Design Technology - textiles	Illustration and imagination	Drawing with perspective	The human form	Project based work
Music	Pulse and rhythm (Theme: All about me) Classical music, dynamics and tempo (Theme: Animals)	Musical vocabulary (Theme: Under the sea) Timbre and rhythmic patterns (Theme: Fairy tales)	Vocal and body sounds: (Theme: By the sea) Pitch and tempo (Theme: Superheroes)	Orchestral instruments (Theme: Traditional stories) West African call and response song (Theme: Animals)	Musical me Dynamics, timbre, tempo and motifs (Theme: Space)	On this island: British songs and sounds Myths and legends	Ballads South Africa	Developing singing technique (Theme: The Vikings) Jazz	Caribbean Pentatonic melodies and composition (Theme: Chinese New Year)	Rock and roll Body and tuned percussion (Theme: Rainforests)	South America Haiku, music and performance (Theme: Hanami)	Changes in pitch, tempo and dynamics (Theme: Rivers) Samba and carnival sounds and instruments	Composition notation (Theme: Ancient Egypt) Blues	South and West Africa Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing Musical theatre	Advanced rhythms Dynamics, pitch and tempo (Theme: Fingal's Cave	Songs of WW2 Film music	Theme and variations (Theme: Pop Art) Composing and performing a Leavers' Song
Computing	Digital Literacy(DL): Seesaw, iPad basics Hello Ruby Coding(CS): programming concepts	BusyThings (CS):Coding basics Digital Painting(IT).	Technology All Around Us(IT): how to navigate a desktop PC and use programs	Digital Literacy(DL) how to be safe and respectful online Digital Writing(IT) use a computer to create and manipulate text.	Moving a robot(CS): individual commands to move robots. Information Technology(IT)	Digital Photography(IT): capturing, editing, and improving photos. Animating with Scratch Jr(CS)	Connecting Computers(IT): how computers are connected, Digital Literacy(DL) developing online positive relationships	Robot Algorithms(CS) Data(IT):	Desktop publishing with Adobe Spark(IT) Creating quizzes with Scratch Jr(CS)	The Internet(IT): components of a network and what makes the internet. Audio Editing(IT): use technology to create podcasts.	Sequencing sounds in Scratch(CS) Data(IT): what a branching database is and how to create one.	Scratch Mazes(CS) use Scratch to create an interactive maze. Digital Literacy(DL) cyberbullying, photo manipulation and privacy online.	Sharing Information(IT): computer systems and communication. Digital Literacy(DL) positive online communication and being responsible digital creators.	Video Editing(IT) create short videos Making shapes with Logo(CS)	Data(IT):consider how and why data is collected over time. Creates games with Scratch(DL): repetition in programming	The World Wide Web (IT) searching for information online. 3D Modelling(IT)Pupils use technology to 3D drawings.	Selection in physical computing(CS)explore physical computing using Crumble controllers. Digital Literacy(DL) being critical of the online content they	Databases(IT) Creating Web Pages(IT):
Spanish	Under the sea	In my town Superheros	Teddy bear picnic Minibeats	Transport Nursery rhymes	Superheros In my town	Minibeats Teddy bear picnic	Phonics 1 I am learning Animals	Insruments Shapes	Seasons Ice-creams	Phonics 1 &2 Vegetables Little red riding hood	Presenting myself My family	The date In the classroom	Phonics 3 Do you have a pet? What is the weather?	My home Olympics	Clothes Habitats or Romans	Phonics 3 &4 The date What is the weather?	Do you have a pet? My home	At school At the weekend.
PE	Fundamentals through games	Gymnastics Raquet skills	Sending and receiving/striking and fielding Athletics	Fundamentals through games Invasion games	Gymnastics Raquet skills	Sending and receiving/striking and fielding Athletics	Fundamentals through games Invasion games	Gymnastics Basketball	Quick cricket Athletics	Health related fitness Basketball	Gymnastics Tennis	Rounders Athletics	Football Basketball	Gymnastics Floor hockey	Teeball Athletics	Football Basketball	Gymnastics Floor hockey	Tennis Athletics
Dance	To learn the basic ballet/dance technique To assess and evaluate					To learn the basic ballet/dance technique To assess and evaluate		Develop and enhance the basic dance moves but with an extra layer of difficulty. Creating routins			Develop and enhance the basic dance moves but with an extra layer of difficulty. Creating routins				Explore the world of creativity and imagination through the medium of dance, Performing our own choreography	Explore the world of creativity and imagination through the medium of dance, Performing our own choreography		