

## Whole School Curriculum Map

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Term	Au 1-2	Aut 2	Spring 1	Spr 2	Sum 1	Sum 2
Unit	Pride in Place	Where do the Bong trees grow?	Party Planners	What makes us like other animals?	Field to Fork	Australian Adventure
Subject Focus	History and Geography	Art, Music and DT	Art and Science	Science	Science and Geography	Geography
Enrichment	History off the Page visitor- <a href="https://www.historyoffthepage.co.uk/courses/great-fire-london/">https://www.historyoffthepage.co.uk/courses/great-fire-london/</a>			Shepreth Wildlife Park <a href="https://sheprethwildlifepark.co.uk/">https://sheprethwildlifepark.co.uk/</a>		The Digeridoo-Man visitor <a href="https://www.thedigeridooman.co.uk/digeridoo-workshops/">https://www.thedigeridooman.co.uk/digeridoo-workshops/</a>
Outdoor Learning		<b>Using Fire For Cooking</b>  Experience using fire strikers to spark a flame  Light a piece of cotton wool (fairy pillow)  Fire safety and the fire triangle		<b>Shelter Building</b>  Independent use of tripod structures (animal den building)  Introduction to lashing and frapping techniques to make frames  Create a lean to shelter, independently or with limited support		<b>Using Tools</b>  Continuation of the use of basic tools, larger ropes and independent cutting of string  Use of bow saw 1-1 to cut discs and peelers for whittling

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<b>School Specific Value</b>	RESPECT: For different ethnicities in the UK, religions and practices.	CARE: Looking after Bee's for the world's future. CHALLENGE/ ASPIRATION: performance Poetry and Christingle.	RESPECT/ COLLABORATION: Taking roles, considering for other's whilst planning a party.	CARE/RESPECT: Care of animals and looking after environment.	COLLABORATION: Looking after growing vegetables. ASPIRATION: Careers.	RESPECT: Looking at other cultures and beliefs.
<b>Literacy</b> <i>(Suggested texts and interactive resources)</i>	<b>Texts:</b> The Queens Handbag/ The Queens Hat Paddington and the King Paddington Vlad and the Great Fire of London The Great Fire of London Toby and the Great Fire of London <b>Interactive resources:</b> Magic Grandad clips Horrible Histories clips	<b>Texts:</b> The Owl and the Pussy Cat- Edward Ler Selection of Micheal Rosen Poems Selection of Dr Seuss Poems Macavity Poem - T.S.Elliot Selection of shape Poems Owl and Cat Fact-files Nature's Tiny Miracle the bee <b>Interactive resources:</b> Michael Rosen Performance videos	<b>Texts:</b> Scarecrow's Wedding The Tiger who came to tea	<b>Texts:</b> You're called what? The Bear and the Piano Ernest The Elephant	<b>Texts:</b> The Tiny Seed 10 seeds Everyday Journeys of Ordinary things Lila and the Secret of Rain	<b>Texts:</b> The Koala that could This is Australia Diary of a Wombat Stories from the Billabong <b>Interactive resources:</b> Visit Australia TV advert Finding Nemo/ Dory, Skippy bush Kangaroo.
<b>Literacy Outcomes</b>	<b>Fiction:</b> Vlad and The Great Fire of London- narrative sections Paddington- Postcards, Instructions for making marmalade sandwiches, captions for images	<b>Fiction:</b> The Owl and the Pussy Cat- editing and creating humorous rhyming poems, descriptive shape poems about cats, owls and bees.	<b>Fiction:</b> The Scarecrow's Wedding- character profiles. <b>Non-Fiction:</b> Scarecrow's Wedding- letters, lists and invitations. How to plan a party- report.	<b>Fiction:</b> Ernest the Elephant- narrative in different settings <b>Non-Fiction:</b> You're called What?!- Animal Fact-Files and Labels Recount from trip to Zoo	<b>Fiction:</b> Lila and the Secret of Rain- Diary entries A Tiny Seed- sections of descriptive writing mimicking author. <b>Non-Fiction</b> Planting a Seed- Instructions	<b>Fiction:</b> Diary of a Wombat- Wanted poster (descriptive writing) Narrative- Turn book into short story/ create own story for wombat.

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	Non-Fiction Bonfire Night- Non- Chronological Report				Glossary- Plant/ science vocabulary	Non-Fiction: Brochure for Australia / The Great Barrier Reef
<b>Science</b> <i>(Rising Stars Units)</i>	n/a	<b>CQ:</b> <u>Understand electrical circuits</u> This concept involves understanding circuits and their role in electrical applications.  • Construct a simple series electrical circuit.  <i>DT link – diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).</i>	<b>CQ:</b> <u>Investigate materials</u> This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.  <i>(recap of objects, the material and properties from Year 1)</i>  • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses	<b>CQ:</b> <u>Understand animals and humans:</u> This concept involves becoming familiar with different types of animals, humans and the life processes they share.  <u>Investigate living things:</u> This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes  <i>(Focused on wild animals from other countries)</i>  • 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	<b>CQ:</b> <u>Understand plants:</u> This concept involves becoming familiar with different types of plants, their structure and reproduction.  • 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.  <b>Investigation-</b> <i>What does a plant need to survive (Water, temperature, sunlight).</i>	N/A

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			<p><b>Scientist Focus</b> –<i>Charles MacIntosh (development of useful new materials)</i></p> <p><b>Investigation</b> – <i>Alternative materials for a purpose e.g. plates for the party, waterproof table cloth for spillages etc</i></p> <ul style="list-style-type: none"> <li>Describe the importance for humans of eating the right amount of different types of food and hygiene</li> </ul>	<p>habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p> <ul style="list-style-type: none"> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>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.</li> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> </ul>		
History	<p><b>CQ:</b> <b><u>Understand Chronology</u></b></p> <ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words</li> </ul>					

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	<p>or phrases such as: past, present, older and newer.</p> <ul style="list-style-type: none"> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul> <p><b><u>Build an overview of world history</u></b></p> <ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul> <p><b><u>Communicate Historically</u></b></p> <ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and Remembrance day- when appropriate.</li> </ul>					
<b>Geography</b>	<p><b>CQ:</b> <u>Investigate places</u> <u>This concept involves</u></p>	N/A	N/A	<p><b>CQ:</b> <u>Investigate patterns</u> <u>This concept involves</u></p>	<p><b>CQ:</b> <u>Communicate geographically</u> <u>This concept involves</u></p>	<p><b>CQ :</b> <u>Investigate patterns</u> <u>This concept involves</u></p>

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	<p><b><u>understanding the geographical location of places and their physical and human features:</u></b></p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>			<p><b><u>understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world changes:</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Name and locate the world's continents and oceans.</li> </ul>	<p><b><u>understanding geographical representations, vocabulary and techniques:</u></b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: city, town, village, factory, farm, house, office and shop.</li> </ul>	<p><b><u>understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world changes:</u></b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>• 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.</li> <li>• Name and locate the world's continents and oceans.</li> </ul>
<b>Art</b>		<p><b>KAPOW -Drawing: 'Tell a Story'</b></p> <p>Draw lines of different sizes and thickness.</p>	<p><b>KAPOW- Painting and mixed media: 'Life in Colour'</b></p> <p>Use thick and thin brushes.</p> <ul style="list-style-type: none"> <li>• Mix primary colours to</li> </ul>	<p><b>KAPOW- Sculpture: ' 3D Clay Houses'</b></p> <p>Use a combination of shapes.</p>		<p><b>KAPOW- Craft and design – 'Map it Out'</b></p> <ul style="list-style-type: none"> <li>• Use dip dye techniques and felting.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils</li> </ul>	<p>make secondary.</p> <ul style="list-style-type: none"> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>	<ul style="list-style-type: none"> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving</li> </ul>		
<b>Design Technology</b>	<p><b>KAPOW -Baby Bear's chair</b></p> <p><b>CQ:</b>  <u>Master practical skills</u>  <u>This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed</u></p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> </ul>		<p><b>KAPOW- Balanced Meal</b></p> <p><b>CQ:</b>  <u>Master practical skills</u>  <u>This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed</u></p> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> </ul>	<p><i>-Make a fabric flower for Mother's day- simple felt petals running stitched together and embellished. (Extra for gift and practice)</i></p> <p><b>CQ:</b>  <u>Master practical skills</u>  <u>This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed</u></p>	<p><b>KAPOW- Pouches</b></p> <p><b>CQ:</b>  <u>Master practical skills</u>  <u>This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed</u></p> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Shape textiles using templates.</li> <li>• Join textiles using running</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Measure and mark out to the nearest centimetre. Measure the legs (on plans it says to compare and order length- ensure this is done with measuring in centimetres.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)</li> </ul>		<ul style="list-style-type: none"> <li>• Measure or weigh using measuring cups or electronic scales.</li> <li>• Assemble or cook ingredients.</li> </ul>	<b>Textiles</b> <ul style="list-style-type: none"> <li>• Shape textiles using templates.</li> <li>• Join textiles using running stitch.</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)</li> </ul>	stitch. <ul style="list-style-type: none"> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)</li> </ul>	
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<b>Religious Education</b>  <a href="#">Knowledge Organisers</a>	<b>CHRISTIANITY</b>  Enquiry Question: Is it possible to be kind to everyone all of the time?  This enquiry investigates how Christians might follow Jesus' example of being kind to people.	<b>CHRISTIANITY</b>  Enquiry Question: Why do Christians believe God gave Jesus to the world?  This enquiry investigates the Christian belief in Jesus as a gift of love to humanity.	<b>ISLAM</b>  Enquiry Question: Does praying at regular intervals help a Muslim in his/her everyday life?  In this enquiry, the children look at Muslim beliefs about Prayer (mostly from a Sunni perspective). They will reflect on the movements, preparations and timings and consider why Prayer is so important.	<b>CHRISTIANITY</b>  Enquiry Question: How important is it to Christians that Jesus came back to life after his crucifixion?  This enquiry examines the events of Easter Sunday, Jesus' resurrection, and the impact this has on Christians today.	<b>ISLAM</b>  Enquiry Question: Does going to a Mosque give Muslims a sense of belonging?  In this enquiry, the children look at the Mosque and how it features in worship. They will consider the significance of the design and the important role it plays in the community	<b>ISLAM</b>  Enquiry Question: Does completing Hajj make a person a better Muslim?  In this enquiry, the children look at the Islamic pilgrimage to Makkah in Saudi Arabia. They learn about the important places; the things Muslims do and the reasons behind them.
	<b>PSHE</b> <i>(See Cambs SOW units)</i>  <b>Myself, and my relationships. Family and Friends</b> MMR FF 1/2  <b>E-Safety- Project Evolve</b> Gooseberry Lesson 6	<b>Myself and my relationships Antibullying</b> MMR AB 1/2  <b>E-Safety- Project Evolve</b> Gooseberry Lesson 7	<b>Myself and my relationships</b> MMR AB 1/2  <b>Healthy &amp; Safer Lifestyles Personal Safety</b> MMR PS 1/2  <b>Gooseberry Lesson 8</b>	<b>Healthy &amp; Safer Lifestyles Drug Education</b> MMR DE 1/2  <b>E-Safety- Project Evolve</b> Gooseberry Lesson 9	<b>Economic Wellbeing Financial Capability</b> EW FC 1/2  <b>E-Safety- Project Evolve</b> Gooseberry Lesson 10	<b>Myself &amp; My Relationships Managing Change</b> MMR MC ½  <b>RSE (Christopher Winter Project)</b> 'Differences' Lesson 1 – Differences Lesson 2 – Male & Female Animals Lesson 3 – Naming Body Parts

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						E-Safety- Project Evolve
<b>PE</b>	<b>FUNDAMENTALS</b>  <b>TEAM-BUILDING</b>	<b>DANCE</b>  <b>FITNESS</b>	<b>GYMNASTICS</b>  <b>BALL-SKILLS</b>	<b>SENDING AND RECEIVING</b>  <b>NET AND WALL GAMES</b>	<b>ATHLETICS</b>  <b>INVASION GAMES</b>	<b>TARGET GAMES</b>  <b>STRIKING AND FIELDING GAMES</b>
<b>Computing</b>	<b>Code</b> Espresso Coding Block Coding/Unit 2/Starters: Lessons 1-5)  <b>E-safety/Connect</b> Gooseberry Playground (Lesson 6 & Gooseberry app game)	<b>Code</b> Espresso Coding (Block Coding/Unit 2a: Lessons 1-3)  <b>E-safety/Connect</b> Gooseberry Playground (Lesson 7 & Gooseberry app game)	<b>Collect/ Communicate</b> Children to collect and present data of children's favourite party food.  <b>E-safety/ Connect</b> Gooseberry Playground (Lesson 8 & Gooseberry app game)	<b>Code</b> Espresso Coding (Block Coding/Unit 2a: Lessons 4-6)  <b>E-safety/Connect</b> Gooseberry Playground (Lesson 9 & Gooseberry app game)	<b>E-safety/Connect</b> Gooseberry Playground (Lesson 10 & Gooseberry app game)	<b>E-safety lesson &amp; Gooseberry app game</b>  <b>Communicate</b> Create and present an information slide about Australia
<b>Music</b>  <i>(Music Express online Yr2 units)</i>	<b>'Our Land'</b> <b>Focus: Exploring Sounds</b> Compose Perform	<b>'Number'</b> <b>Focus: Beat</b> Describe Compose	<b>'Story-Time'</b> <b>Focus: Exploring Sounds</b> Compose Describe	<b>'Animals'</b> <b>Focus: Pitch</b> Describe Compose	<b>'Our Bodies'</b> <b>Focus: Beat+</b> Describe Compose	<b>'Travel'</b> <b>Focus: Performing</b> Perform Compose
<b>Italian</b>	<b>Greetings</b>  <b>Classroom Instructions/School Objects</b>  Read out loud everyday words and phrases.	<b>Counting numbers to 20 *</b>  Use phonic knowledge to read words  Understand standard language (sometimes asking	<b>Project "Natura Amica"</b>  <b>(Nature our Friend): Environment education/Animals/Fruits</b>	<b>The Seasons/The weather</b>  <b>Clothes</b>  Demonstrate some knowledge and understanding of the customs and features of the	<b>Body Parts</b>  Pronounce words showing a knowledge of sound patterns	<b>Farm Animals</b>  Read out loud familiar words and phrases

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	<p>Answer simple questions and give basic information</p> <p>Write or copy everyday words correctly.</p> <p>Understand a range of spoken phrases.</p>	<p>for words or phrases to be repeated).</p> <p><b>Listening Comprehension Activities:</b> Cappuccetto Rosso (Little Red Riding Hood)</p> <p>Italian Christmas</p> <p><b>*2021-22, only up to 10</b></p>	<p>Read and understand short written phrases</p> <p>Identify countries and communities where the language is spoken</p> <p><b>Listening Comprehension activities</b></p>	<p>countries or communities where the language is spoken.</p> <p>Italian Carnival: Arlecchino/Colombina</p> <p>Easter: Listening Comprehension Activities</p>	<p>Label items and choose appropriate words to complete short sentences</p> <p><b>Listening Comprehension activities</b></p>	<p>Write short phrases used in everyday conversations correctly</p> <p>Give responses to questions about everyday events</p> <p>Show awareness of the social conventions when speaking to someone.</p> <p>Listening Comprehension Activities</p>
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