Whole School Curriculum Map

Most topics are based on Edison units which are supplemented by: PLAN Primary Science resources, PSHE/RSE scheme of work, PE, Cambridgeshire Agreed syllabus for RE. Music Express. Chris Quigley curriculum objectives are followed across the school to ensure progression in each subject.

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Edison Theme	**Journeys My World**	**Toys**	**Fairy Tales**	**Amazing Animals**	**Our Wonderful World**	**Beside the Seaside**
Subject Focus	**Geography and Science**	**History Art**	**DT and Science Drama**	**Art/ Poetry/ Drama Science**	**Science /DT**	**Geography/History**
Enrichment	Local Area Walk.	Peterborough Museum	Fairy-tale Day	Hamerton Zoo		Hunstanton and Sealife Centre
Outdoor Learning	Nature Painting (mud and leaves)	Recycled / Natural object Xmas decorations	W Wild Potions- scents in the school garden\n\nDen building			Wild-Walking (where can you walk in the 'wildness' in school)\n\nFirepit
Texts/ Literacy	Outdoor writing linked to our senses. Naughty Bus!- Car Truck Jeep Non-fiction – Vehicles Lost and Found The Train Ride	Lost in the Toy Museum Recount trip Invites and labels to class toy museum Toy story - Writing about toys Me	Fairytales Three Little Pigs Goldilocks and the 3 Bears The Little red hen	Riddles what am I?\n\nDear Zoo\n\nScience non-fiction	Olivers vegetables\n\nSeason poem\n\nInstructions- plant a seed	Someone swallowed Stanley\n\nCommotion in the ocean

Maths	**Number** Place Value within 10 Addition and subtraction within 10 **Geometry**: shape **Number**: Place Value within 20		**Number** Addition and subtraction within 20 Place Value within 50 **Measurement**: Length and Height **Measurement**: Weight and Volume		**Number** Multiplication and Division Fractions Place Value within 100 **Geometry**: Position and Direction **Measurement**: Money **Measurement**: Time	
Science	**Animals incl Humans Who Am I** Parts of the body, the senses • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Investigation**: Use our senses, prediction. **Seasonal change** Autumn • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.	**MATERIALS - basic intro**duction and vocabulary prep for next topic • 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. Investigation – build a bridge. Conclusion.	**Materials –** • 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.	**Animals incl. humans** • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	**Plants** • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. **Seasonal change** Summer • Observe changes across	**Seasonal change** recap • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.

					the four seasons. • Observe and describe weather associated with the seasons and how day length varies.	
History	Incidental – houses/buildings old and new	**Compare toys and games in the past and present.** **Investigate and interpret the past** Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. **Understand chronology** Place events and artefacts in order on a time line.Label time lines with words or	n/a	n/a	n/a	**Grace Darling** Describe significant people from the past. **SMSC- people who help us RNLI**

		phrases such as: past, present, older and newer. Passing of time, chronology, diff time periods, sources of info (including parents and grandparents). *Label time lines with words or phrases such as: past, present, older and newer* *Recount changes that have occurred in their own lives* *Diff ways past represented, historical language, time line* *Use dates where appropriate*				
Geog	Explore the local area Draw routes Field study in school Use simple fieldwork and observational skills to study the geography of the school and the	n/a	**CQ** Devise a simple map and use and construct symbols in a key		**CARING for the environment and nature** – how can we care for animals and plants locally and in our gardens, can we improve our school	**Investigate places** • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key

	key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. Identify land use around the school. Use locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key.				grounds? Identify land use around the school – plan a school garden *(Tidy – Emily Gravett)* Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use basic geographical vocabulary to refer to: key physical features	features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use aerial images and plan perspectives to recognise landmarks and basic physical features **Communicate geographically** • Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, *Express likes and dislike. Compare the seaside to local area (Venn Diagram)* *Seasonal change- what we wear, eat, drink in Summer* **CARING for the environment – Blue Flag beaches**
Design Technology		Kapow Mechanisms: Wheels and Axels (4 lessons) • Create products using levers, wheels and winding mechanisms	Kapow Textiles puppets (4 lessons) Designing and making		Kapow Food- Fruit and vegetables (4 lessons) • Cut, peel or grate ingredients safely	

		Materials • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen) *Including Levers*	puppets • Shape textiles using templates. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).		and hygienically. • Assemble or cook ingredients.	
Art (All covering CQ Milestone **Develop ideas**)	**Painting & mixed media colour splash** **See KAPOW plans** L2,3,4,5 Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make different tints and tones. Describe the work of notable artists and designers. Use some of the artists studied to create pieces.		**Drawing – Make you mark** **See KAPOW plans** L1,2,4,5 Draw lines of different thicknesses and sizes. Colour in own work neatly. Use a wide range of tools to create different textures, tones, colours and shapes.	**Sculpture and 3D** **See KAPOW Plans** 1,2,4,5 Use a combination of shapes. Include lines and texture. Use rolled up paper, straws etc Use techniques such as rolling and cutting		**Craft and embellishments** **See KAPOW Plans** 2,3,4 Use a combination of materials that are cut, torn and glued. Use weaving to create a pattern. Use plaiting.
PSHE	**MMR BB 1 / 2** **Myself & my**	**MMR ME 1 / 2** **Myself & my**	**CDC 1 / 2** **Citizenship Diversity**	**H&SL HL 1 / 2** **Healthy & Safer**	**H&SL MSR 1 / 2** **Healthy & safer**	**Managing safety & risk**

	relationships: Beginning and belonging	relationships: My emotions	and communities	lifestyles: **Healthy lifestyles**	lifestyles	(TG Digital Lifestyle) **RSE** **Keeping clean** **Growing and changing** **Families and Care**
PE **Get set 4PE**	The Fundamentals	Dance	Gymnastics	Sending and receiving	Athletics	Target games
RE Peterborough agreed syllabus via Discovery RE [Knowledge Organisers](#)	CHRISTIANITY Enquiry Question: Does God want Christians to look after the world?	CHRISTIANITY Enquiry Question: What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?	CRISTIANITY Enquiry Question: Was it always easy for Jesus to show friendship?	CHRISTIANITY Enquiry Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	JUDAISM Enquiry Question: Is Shabbat important to Jewish children?	JUDAISM Enquiry Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?
Computing	*CONNECT:* <u>Project Evolve</u> Privacy and security Health, well-being and lifestyle	*COLLECT: 6 Lessons this term.* Grouping data Teachcomputing.org unit	*CODING: On the move. 4 Lessons this term.* Lesson 1 – Under the sea Lesson 2- Royal chase Lesson 3 – Transport on the go Lesson 4 – Another planet	*CODING: Simple Inputs 5 Lessons this term.* Lesson 1 – Burst the bubbles Lesson 2- Catch the fish Lesson 3 – Magic Castle Lesson 4 – Emergency Lesson 5 – Debugging: simple inputs	*COMMUNICATE: 6 Lessons this term.* Digital Painting Start Teachcomputing.org unit *CONNECT:* <u>Project Evolve</u> Online reputation	*COMMUNICATE: 6 Lessons this term.* Digital Painting Teachcomputing.org unit

		Lesson 1 Label and match Lesson 2 Group and count Lesson 3 Describe an object Lesson 4 Making different groups Lesson 5 Comparing groups Lesson 6 Answering questions *CONNECT:* Project Evolve Online bullying	 *CONNECT:* Project Evolve Self-image and identity	**E-safety** *CONNECT:* Project Evolve Managing online information	Online relationships Coding Programming Beebots (link to maths unit)	Lesson 1 How can we paint using computers? Lesson 2 Using shapes and lines Lesson 3 Making careful choices Lesson 4 Why did I choose that? Lesson 5 Painting all by myself Lesson 6 Comparing computer art and painting *CONNECT:* Project Involve Copyright and ownership Chrome books logging on
Music	**Ourselves- Music Express** Focus: Exploring Sounds **CQ Statements** -Perform -Compose -Describe	Christmas Rehearsals (Singing) **CQ Statements** -Perform	**Storytime - Music Express.** Focus: Exploring sounds **CQ Statements** -Perform -Compose -Describe	**Animals- Music Express** Focus: Pitch **CQ Statements** -Perform -Compose -Describe	**Water- Music Express** Focus: Pitch **CQ Statements** -Perform -Compose -Describe -Transcribe	**Seasons- Music Express** Focus: Pitch **CQ Statements** -Perform -Compose -Describe