

Whole School Curriculum Map

All topics based on Edison units which are supplemented by: Rigby Star Science units, PSHE scheme of work, PE, Cambridgeshire Agreed syllabus for RE. Music Express. Chris Quigley curriculum objectives are followed and covered over each 2 year Phase for every subject.

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year One						
Edison Theme	Toys	Journeys	Fables and Tales	Amazing Animals	Waterworld	The Seaside
Subject Focus	History and Science	Geography and Science	DT and Science	Art/ Poetry/ Drama Michael Rosen The Bear in the Cave The Tiny Little Fly	Science	Geography/Science
Enrichment	Parents/Grandparents visit Peterborough Museum	Local area walk, visit places of worship locally- visit Sikh Gurdwara	Sundown visit		Trip to Ferry Meadows Pond dipping?	Hunstanton visit
Science	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	Celebration Materials, light and sound linked to <i>Diwali/Christmas and Bonfire night</i> RESPECT:Culture s and beliefs Distinguish	Polar explorer Materials – properties of materials • Compare and group together a variety of everyday materials on the basis of their simple	Treasure Island Animals and plants • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and	Edison Science unit Growing Exploring seeds Class seed diary What do plants need to grow?(focus on water only)	Holiday Animals and fish Skeletons and structures What animals eat • Identify and name a variety of common animals that are birds, fish, amphibians,

	<p>sense.</p> <p>Investigation: Use our senses</p> <p>Seasonal change - Autumn</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. 	<p>between an object and the material from which it is made.</p> <ul style="list-style-type: none"> • 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. • <i>Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.</i> • <i>Observe and name a variety of sources of sound, noticing that we</i> 	<p>physical properties</p> <p>To describe the properties of everyday materials that are transparent, translucent, opaque, waterproof, flexible.</p> <p>To compare and group materials that are transparent, translucent, opaque, waterproof, flexible.</p> <p>Investigation: What material will keep us warm?</p> <p>Seasonal change - Winter</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. 	<p>evergreen</p> <ul style="list-style-type: none"> • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. 	<ul style="list-style-type: none"> • Find out and describe how plants need water to grow and stay healthy <p>My results</p> <ul style="list-style-type: none"> • Pond life - Visit pond - Frog spawn - Review investigation • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. <p>Links ready for Y2</p> <p>Micro habitats</p> <p>Food chains</p> <p>Seasonal change - Spring</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. 	<p>reptiles, mammals and invertebrates.</p> <ul style="list-style-type: none"> • 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). <p>Seasonal change - Summer</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.
--	---	--	--	--	---	---

		<i>hear with our ears</i> Investigation: What makes a shadow?			Investigation: Do plants need water to grow?	
History	Compare toys and games in the past and present. CQ: 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	Incidental – houses/buildings old and new	n/a	n/a	n/a	Grace Darling Describe significant people from the past. SMSC- people who help us RNLI
Geog	n/a	Explore the local area			Locating places in Peterborough on	Identify the key features of a location in

		<p>Draw routes Field study in school</p> <p>Caring for the environment - litter</p>			<p>map River Nene Ferry meadows fieldwork Naming and locating places in the united kingdom</p> <p>CARING for the environment and nature – how can we care for animals and plants locally and in our gardens, can we improve our school grounds?</p>	<p>order to say whether it is a city, town, village, coastal or rural area. Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, Express likes and dislike. Compare elements of the seaside to local area (Venn Diagram) Use aerial maps and identify landmarks Seasonal change- what we wear, eat, drink in Summer</p> <p>CARING for the environment – Blue Flag beaches</p>
Art	<p>Painting: Primary and Secondary colours, colouring mixing, adding black and white to make shades Outcome: colour wheel Challenge: create own pictures with cool or warm colour palette as background foreground – hands see art overview</p>	<p>Printing Use repeating or overlapping shapes. Mimic print from the environment (e.g. leaves-polystyrene tiles) Press, roll, rub and stamp to make prints</p>	<p>Collage Jack and the Beanstalk</p>	<p>Drawing lines of different sizes, colour, show pattern, texture and tone Austin's butterfly with a variety of animals of own choice</p>	<p>Textiles Marbling Weaving- create patterns, join materials with glue, plaiting</p>	<p>Sculpture Seaside sculpture</p>

Design Technology	Investigate how toys work	Construction kits and floor maps Design a play park for school or the local area using Lego steam park.	Designing and making puppets Cooking: Jumping Bean couscous salad FFL recipe 13.	Y1 Leek and mushroom croustades FFL recipe 3.		Y1 and Y2 Pitta pockets-seaside picnic. FFL recipe 11.
RE	To reflect (belonging, myself, Leaders and Teachers) Core unit People in Christianity. Who did people say Jesus was?	To understand beliefs and Teachings (believing, story) SDU Christian stories Why is Christmas important to Christians?	To understand practices and lifestyles (celebrations) Core unit: Places in Christianity (what makes a place special for Christian people	To understand how beliefs are conveyed (symbols) SDU Christian symbols	To understand practices and lifestyles (celebrations) SDU Rites of passage How are people welcomed and celebrated when they are born?	To understand values SDU Natural World Why should people care for the world? (Christian creation story)
PSHE	Myself & my relationships: 1- Working together-communication and co-operation. Value individuality. Simple decision making	Myself & my relationships: 1- Friendships and Difference-Making and keeping friends. Special people. Valuing difference	Citizenship 1: Rules and responsibilities- Rules and law in society, conflicting rights' / responsibilities, local / national democracy	Citizenship 2: Communities and Identities- Money in context, people who help us, needs of people, plants and animals, simple stereotypes.	Healthy & Safer lifestyles: 1- Growing and Changing 1- Keeping clean, external body parts, babies to adults.	Healthy & Safer lifestyles: Growing and Changing
PE	Multi-skills	Dance	Multi skills	Gymnastics	Athletics / Multi Skills	Multi Skills
Computing	COLLECT: <i>Use art stimulus to</i>	Programming Espresso Coding	-Programming Espresso Coding	COMMUNICATE: <i>Use slides to</i>	Programming Espresso Coding	Programming Espresso Coding

	<p><i>collect children's favourite colours.</i></p> <p>E-safety/ Gooseberry Playground (Lesson 1 & Gooseberry app game)</p>	<p>(Block Coding/Unit 1a: Lessons 1-3)</p> <p>E-safety/ Gooseberry Playground (Lesson 2 & Gooseberry app game)</p>	<p>(Block Coding/Unit 1a: Lessons 4-6)</p> <p>E-safety/ Gooseberry Playground (Lesson 3 & Gooseberry app game)</p>	<p><i>produce a one page presentation about an animal they have researched.</i></p> <p>E-safety/ Gooseberry Playground (Lesson 4 & Gooseberry app game)</p>	<p>(Block Coding/Unit 1b: Lessons 4-5)</p> <p>E-safety/ Gooseberry Playground (Lesson 5 & Gooseberry app game)</p>	<p>(Block Coding/Unit 1b: Lessons 6-7)</p> <p>E-safety lesson & Gooseberry app game</p>
Music	Sounds interesting Exploring sounds	The long and short of it Duration	Taking off Pitch	What's the score	Rain Rain Go away tempo	Feel the pulse