

Topic:		All About Me						Celebrations				
Role Play Areas	Continuous provision- Imaginary Play- Home Corner (inside) Continuous provision- Role play- Builder's Construction Site (outside)											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Topic Focus	Home Visits Admin & Prep Day Academic Review Day Phased starts		Myself  On Entry Assessment	My family  On Entry Assessment	Local journeys On Foot +Journey to School	Local journeys By Rail & Road	Whole school project week	Celebrations - Divali	Celebrations - Bonfire Night, Remembrance Day and Hanukkah	Celebrations – Birthdays	Celebrations - Chinese New Year	Celebrations - Christmas
Literacy Core Books	Home Visits Admin & Prep Day Academic Review Day Phased starts		Ketchup On Your Cornflakes	Titch Knuffle Bunny	Shark in the Park We're going on a bear hunt	Naughty bus  Down by the station	Handa's Surprise	Diwali information books and videos	Information books and videos	The night before my Birthday  Platypus and the Birthday Party	Lanterns and Firecrackers: A Chinese New Year story	The Nativity Story
Nursery Rhymes BBC rhymes	Open shut them	Twinkle Twinkle	Heads, shoulders, knees and toes	Wind the bobbin up	Row, row, row your boat	The wheels on the bus	Jumbo Bwana	5 little fireworks	10 in the bed	Pat-a-cake	The crayon Poem by James Carter	Christmas Carols
Personal, Social and Emotional  Dev.M observation checkpoint B-3 year olds.	Ongoing- classroom routines and boundaries. Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict. Reward systems: sticky labels with comments written. Dev. M. Observation checkpoint birth- three year olds. Set up and reinforce child self-registration. Activities to develop relationships, making friends, sharing and turn taking, dealing with conflict. Talking about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Support children to increase independence when selecting activities and resources. Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health.											
Communication and Language  Dev.M observation checkpoint B-3 year olds.	Ongoing- Speaking and Listening skills. Vocabulary linked to book of the week and topic. Introduce words of the week - displayed on vocabulary wall (text and picture). Dev. M observation checkpoint Birth to three year olds can the child use around 50 words plus, frequently asking questions, putting three words together or more? Ongoing-Puppets and small world relating to the core book of the week and topic. Role play areas inside (Home corner) and outside (Builder's construction site) Daily - days of the week and weather. Makaton gradually introduced for frequently used commands such as stop, no, yes, walk, run, sit down, stand up, finished and signs linked to the topic. Weekly rhyme of the week displayed and sung daily. Bank of rhymes kept in a folder for children to return to. Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read. Check understanding and explain new vocabulary when reading books.											

	Children to be encouraged to talk about what is happening in their environment and give their own ideas.	
<b>Literacy – Reading and Comprehension</b>	<p>Class reading library with a selection of information, topic and choosing books.            Selecting books and handling them with care.            Daily - Adults reading to small groups and whole class (story times and at the end of the day).            Throughout the day topic books being shared with children (books throughout the environment).            Regular sharing of books and discussion of children's ideas and responses.            Understanding key concepts about print: print has meaning, print can have different purposes and we read English text from left to right and from top to bottom.            Weekly home reading books (Autumn 2)</p>	
Word Reading	Phonics- environmental sounds, word reading (print carries meaning), rhyme, initial sounds	
Writing	<p>Provide opportunities in the continuous provision for child initiated mark making activities e.g. clipboards outdoors, chalks for paving stones, boards and notepads in the home corner.            Adult to act as scribe for description of mark making.            Daily - writing the day and date (modelled writing)            Choosing independent mark making activities each day linked to core book of the week.            Children to use IT to mix marks.            Children to trace their name.</p>	
<b>Mathematics</b>	<p>Daily - Maths songs, weather &amp; day of the week, sequence of the day.            Fast recognition of up to 3 objects (subitising).            Recite numbers past 5.            Counting objects with one number for each item (1:1 correspondence).            Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).            Explore 2D shapes using mathematical language.            Make comparisons between objects relating to size &amp; weight.            Continuous provision- sand, water and construction</p>	<p>Daily - Maths songs, weather &amp; day of the week, sequence of the day.            Recite numbers past 5.            Counting objects with one number for each item (1:1 correspondence).            Link numerals and amounts.            Experiment with marks to represent numbers.            Compare quantities using 'more than', 'fewer than'.            Explore 2D shapes using mathematical language.            Make comparisons between objects relating to size &amp; weight.            Talk about and identify patterns.            Continuous provision- sand, water and construction.</p>
<b>Core books</b>	<p>5 little ducks - Child's play            Dear zoo by Rod Campbell            The smartest Giant in Town by JD Brown            Handa's hen by Eileen</p>	<p>One mole digging a hole by Julia Donaldson            The Three Billy Goats Gruff            When Frank was 4 by Alison Lester            5 little men in a flying saucer – Child's play</p>
<b>Understanding the World</b>	<p>Ongoing- Festivals and celebration of the world, community &amp; culture - Autumn, Harvest, Diwali, Birthdays, Bonfire Night, Chinese New Year.            Weekly – environment small world linked to the core book.            Using their senses in hands-on exploration of natural materials.            Explore collections of materials with similar and/or different properties.            Talk about what they see using a wide vocabulary.            Begin to make sense of their own life-story and family's history.            Explore how things work.            Continue developing positive attitudes about the differences between people.            Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	
<b>Core Books</b>	<p>Titch            Knuffle Bunny            Shark in the Park            Naughty Bus            Ketchup on Your Cornflakes</p>	<p>The Diwali Story            Platypus and the Birthday party            Lanterns and Firecrackers            The Nativity Story</p>

**UPDATED 6.12.23**

Visits / Visitors	CL and UW: Small groups in the school grounds, looking at the signs of Autumn		CL and L: Visit a local library Reading: Visitor Book Start Workshop
<b>Physical Development</b> Dev.M observation checkpoint B-3 year olds.	Continuous provision- sand and water and construction. Outdoor Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run. Continuous Provision –different materials and tools to develop manipulation and control. Group activities in teams lead by teachers guiding children confidence to be more independent. Large and small motor skills–Daily- dressing and undressing, eating habits Weekly - fine motor skill activities -Finger Gym Weekly – large muscle movements - Busy Feet Continuous provision - Messy play/soft dough activities, painting & chalking on vertical surfaces (easels and walls), waving flags and streamers. Continuous provision using one- handed tools, developing a comfortable tripod grip holding pens and pencils.		
<b>Expressive Arts &amp; Design</b>	Continuous provision- Junk Modelling. Continuous provision- Messy play/soft dough activities. Activities relating to the book of the week – painting, collating, drawing, sculpting. Weekly – rhyme of the week. Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape & learning entire songs) <b>Artist focus – Paul Klee (shape and colour).</b>	Continuous provision- Junk Modelling. Continuous provision- Messy play/soft dough activities. Activities relating to the book of the week - painting, collating, drawing, sculpting. Weekly – rhyme of the week. Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Colour mixing and tints & shades. Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape & learning entire songs) Nativity Performance to Parents. <b>Artist focus: Piet Mondrian (colour and shape)</b>	
<b>Computing</b>	Children engage in computing activities in all areas across the EYFS curriculum. Set up the routine-10-minute timer. Basic keyboard and mouse skills. Using the programmes-Busy Things, Posisson rouge, 2 paint a picture.		
<b>Music</b>	Singing nursery rhymes/clapping very basic rhythms on call and response/ listening to live music( visiting musicians once a half term and termly live concert) and recorded music (pop music and Christmas songs)		
<b>R.E. - Catholic</b>	Come and See Resource Myself	Come and See Resource Welcome	Come and See Resource Birthday Judaism- link to Hanukkah

Topic:		Traditional Tales						All Around Me					
Role Play Areas		Continuous provision- Imaginary Play - Shop (bakery, shoe shop), doctor surgery (inside) ( <a href="https://childrens.poetryarchive.org/explore/page/4/?form=241">https://childrens.poetryarchive.org/explore/page/4/?form=241</a> ) Continuous provision- Role play- Home corner, police station, fire station (outside)											
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Topic Focus		Farm Animals Food		Homes		Making choices		Travel Water/ Boats	People who help us – School and wider community	Materials and change	Health and Exercise	Seasons and the Weather	Easter
Literacy Core Books		The Little Red Hen	The Gingerbread Man	The Three Little Pigs	Goldilocks and the Three Bears	The Three Billy Goats Gruff	The Elves and the Shoemaker	Who Sank the Boat? by Pamela Allen	Whatever Next by Jill Murphy	Biscuit Bear by Mini Grey	The Gruffalo by Julia Donaldson	Rechenka's Eggs by Patricia Polacco	The Easter Story
Nursery Rhymes BBC rhymes		Old Macdonald had a farm	I am the baker man	Hickory Dickory Dock	When Goldilocks went to the house of the bears	The goats came marching	Cobbler, cobbler mend my shoe	The big ship sails on the alley alley oh	Zoom, Zoom Zoom	Five currant buns	My Hat! By Tony Mitton	Mary, Mary quite contrary	Hot cross buns
<b>Personal, Social and Emotional</b>  Dev.M observation checkpoint 3&4 year olds.		Ongoing- classroom routines and boundaries – Supported with visuals of children demonstrating that rule/routine. Reward systems: sticky labels with comments written. Developing intimate care routines + key person and extended to other familiar adults. Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict. Continue with child self-registration. Activities to develop relationships, making friends, sharing and turn taking, dealing with conflict. Model Phrases “Can I have a turn? Or “My turn next.” Helping children develop positive attitudes towards diversity and inclusion. Ask questions and answer children straight forwardly about differences in skin colour, hair colour, gender, special needs and disabilities. Talking about their feelings using more elaborated ways like 'I'm happy because...', 'sad', 'angry' or 'worried because...' Support children to increase independence when selecting activities and resources. Cooking activities planned for relating to rhymes and book of the week. Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health.											
<b>Communication and Language</b>  Dev.M observation checkpoint 3&4 year olds.		Ongoing- Speaking, listening and responding skills. Vocabulary linked to book of the week and topic. Children use speech sounds p, b, m,w. l/r/w/y f/th s/sh/ch/dz/j Introduce words of the week - displayed on vocabulary wall (text and picture). Children encouraged to use Multi-syllabic words such as 'banana' and 'computer'. Children learn words in context. Children develop conversation with teachers and peers. Children given at least 10 seconds processing time when responding to simple questions. 'who', 'what' and 'where' as appropriate. Dev.M observation checkpoint Birth to three year olds can the child use around 300 words, including descriptive language? Are they linking 5 words and using pronouns 'me', 'him', 'she'. Do they follow instructions with three key words? Ongoing-Puppets and small world relating to the core book of the week and topic. Role play areas inside (bakery, shoe shop, doctor's surgery) and outside (Home corner, police and fire station)											

	<p>Daily - days of the week and weather. Makaton practised for frequently used commands such as stop, no, yes, walk, run, sit down, stand up, finished and signs linked to the topic.</p> <p>Weekly rhyme of the week displayed and sung daily. Bank of rhymes kept in a folder for children to return to.</p> <p>Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read.</p> <p>Check understanding and explain new vocabulary when reading books.</p> <p>Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read.</p> <p>Children to be encouraged to feel confident to talk about what is happening in their environment and give their own ideas.</p>		
<p><b>Literacy – Reading and Comprehension</b></p> <p>Word Reading</p> <p>Writing</p>	<p>Class reading library with a selection of information, topic and choosing books.</p> <p>Selecting books and handling them with care.</p> <p>Core books &amp; Longer stories that introduce interesting new vocabulary. Core books displayed in class library.</p> <p>Daily - Adults reading to small groups and whole class (story times and at the end of the day).</p> <p>Throughout the day topic books being shared with children (books throughout the environment).</p> <p>Regular sharing of books and discussion of children's ideas and responses throughout the day.</p> <p>Use of books with just pictures to encourage conversations to develop understanding about what is happening.</p> <p>Understanding key concepts about print: print has meaning, print can have different purposes and we read English text from left to right and from top to bottom.</p> <p>Weekly home reading books.</p> <p>Phonics- environmental sounds, word reading (print carries meaning), rhyme, initial sounds, oral segmenting and blending</p> <p>Provide opportunities in the continuous provision for child initiated mark making activities e.g. clipboards outdoors, chalks for paving stones, boards and notepads in the home corner.</p> <p>Adult to act as scribe for description of mark making.</p> <p>Daily - writing the day and date (modelled writing)</p> <p>Choosing independent mark making activities each day linked to core book of the week.</p> <p>Children to use IT to mix marks.</p> <p>Children to trace their name.</p>		
<b>Mathematics</b>	<p>Daily - Maths songs. Number of the day, days of the week &amp; date, visual time table, times of the day &amp; sequence of the day.</p> <p>Fast recognition of up to 5 objects (subitising).</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Recite numbers past 5.</p> <p>Counting objects with one number for each item (1:1 correspondence).</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Link numerals and amounts.</p> <p>Begin to make recognisable symbols to represent numbers.</p> <p>Explore 2D &amp; 3D shapes circles, rectangles, triangles &amp; cubes using own notation and mathematical language.</p> <p>Make comparisons between objects relating to size, length &amp; weight.</p> <p>Talk about, identify and arrange patterns.</p> <p>Use spatial words in play 'in', 'on', 'under', 'up' and 'down'.</p> <p>Continuous provision- sand, water and construction.</p> <p>Cooking activities linked to Core books.</p>		<p>Daily - Maths songs. Number of the day, days of the week &amp; date, visual time table, times of the day &amp; sequence of the day.</p> <p>Fast recognition of up to 5 objects (subitising).</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Recite numbers past 5.</p> <p>Counting objects with one number for each item (1:1 correspondence).</p> <p>Link numerals and amounts showing the right number of objects to match the numeral.</p> <p>Begin to make recognisable symbols to represent numbers.</p> <p>Compare quantities using 'more than', 'fewer than'.</p> <p>Explore 2D &amp; 3D shapes circles, rectangles, triangles, cubes and cuboids using mathematical language 'sides', 'corners'; 'straight flat &amp; round.</p> <p>Make comparisons between objects relating to size, length &amp; weight</p> <p>Talk about, identify and arrange patterns.</p> <p>Select shapes appropriately i.e. a triangular prism for a roof.</p> <p>Describe a familiar route using spatial words 'besides' and 'between'.</p> <p>Continuous provision- sand, water and construction.</p> <p>Cooking activities linked to core books.</p>
<b>Core books</b>	<p>1,2,3 to the zoo by Eric Carle</p> <p>5 little ducks went swimming one day</p> <p>Duck in the Truck</p> <p>Kippers Toy box</p>	<p>Anno's counting book</p> <p>Goldilocks and the three bears</p>	<p>Jack and the beanstalk</p> <p>The doorbell rang</p> <p>I spy numbers</p> <p>Where's my teddy?</p> <p>Anno's counting book</p>

**UPDATED 6.12.23**

<b>Understanding the World</b>	<p>Ongoing- Festivals and celebration of the world, community &amp; culture- Winter, Spring, Chinese New Year, Valentine's Day, Mothering Sunday &amp; Easter.</p> <p>Ongoing – Vocabulary and language focus linked to core books and children's child initiated explorations.</p> <p>Weekly – environment small world linked to the core book.</p> <p>Using their senses in hands-on exploration of natural materials.</p> <p>Explore natural materials indoor and outdoor of materials with similar and/or different textures.</p> <p>Talk about what they see using a wide vocabulary.</p> <p>Begin to make connections between features of their family history and other peoples family history.</p> <p>Visits to develop children's understanding of different occupations.</p> <p>Explore how things work using mechanical equipment.</p> <p>Continuous provision – Planting, growing seeds and caring for the natural environment.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. A diverse range of props readily available for children to explore.</p>	
<b>Core Books</b>	<p><b>In every house on every street by Jess Hitchman</b></p> <p><b>Let's build a house by Mick Manning</b></p> <p><b>Rosie's Walk by Pat Hutchins</b></p> <p><b>You Choose by Nick Sharratt</b></p>	<p><b>Tree: Seasons Come, Seasons Go by Patricia Hegarty</b></p> <p><b>The Growing Story by Ruth Krauss</b></p> <p><b>National geographic: Weather</b></p> <p><b>People who help us series by Rebecca Hunter</b></p> <p><b>Acorn Bear</b></p> <p><b>The busy body book by Lizzie Rockwell</b></p>
<b>Visits / Visitors</b>	<p><b>Computing: Visitor from Camden Learning Centre (CLC)</b></p> <p><a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a></p> <p><b>A local area nature walk.</b></p>	
<p><b>Physical Development</b></p> <p>Dev.M observation checkpoint 3&amp;4 year olds.</p>	<p>Continuous provision- sand and water and construction. Outdoor</p> <p>Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run.</p> <p>Continuous Provision –different materials and tools to develop manipulation and control.</p> <p>Group activities in teams lead by teachers but increasing being led by themselves.</p> <p>Large and small motor skills–Daily- dressing and undressing, eating habits</p> <p>Weekly - fine motor skill activities (Finger Gym).</p> <p>Weekly – large muscle movements -Busy Feet</p> <p>Continuous provision - Messy play/soft dough activities, painting &amp; chalking on vertical surfaces (easels and walls), waving flags and streamers.</p> <p>Continuous provision using one- handed tools, developing a comfortable tripod grip holding pens and pencils.</p>	
<b>Expressive Arts &amp; Design</b>	<p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods.</p> <p>Continuous provision- Messy play/soft dough activities.</p> <p>Continuous provision-Pretend play using objects to represent something else.</p> <p>Continuous provision-Flexible open-ended resources for children's imaginative play.</p> <p>Focus: Drawing skills – detailing body parts, emotions happy/sad</p> <p>Daily- Action Songs &amp; expression relating to topic.</p> <p>Weekly-Music skill sessions (Music Express)</p> <p>Explore a range of sound makers and instruments learning to play them in different ways.</p> <p>Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape &amp; learning entire songs)</p> <p>Activities relating to rhymes and core books - – painting, collating, drawing, sculpting.</p> <p>Weekly – rhyme of the week</p>	<p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods.</p> <p>Continuous provision- Messy play/soft dough activities.</p> <p>Continuous provision-Pretend play using objects to represent something else.</p> <p>Continuous provision-Flexible open-ended resources for children's imaginative play.</p> <p>Focus: Painting skills –colour mixing</p> <p>Daily- Action Songs Action Songs &amp; expression relating to topic.</p> <p>Weekly-Music skill sessions (Music Express)</p> <p>Explore a range of sound makers and instruments learning to play them in different ways.</p> <p>Weekly-Singing session –Music teacher (listening to sound, pitch, tone, melody, melodic shape &amp; learning entire songs)</p> <p>Activities relating to rhymes and core books - – painting, collating, drawing, sculpting.</p> <p>Weekly – rhyme of the week</p> <p>Daily – rhyme time (sing a selection of tradition and modern nursery rhymes)</p> <p><b>Artist focus: Claude Monet (flowers)</b></p>

**UPDATED 6.12.23**

	Daily – rhyme time (sing a selection of tradition and modern nursery rhymes) <b>Artist focus - Wassily Kandinsky (colour mixing, line and shape.)</b>		
<b>Computing</b>	Children engage in computing activities in all areas across the EYFS curriculum.  Basic keyboard and mouse skills. Programmable toys. Using the programmes- Espresso and Simple City.		
<b>Music</b>	Singing 2 songs with actions and pitching with a range of minimum 3 notes up and down/ listening to great composers (Mozart) and live music (visiting musicians once a half term) and recorded music (pop). Playing, creating and exploring sounds using tuned instruments( keyboards, xylophones and glockenspiels)		
<b>R.E. - Catholic</b>	Come and See Resource Celebrating	Come and See Resource Gathering	Come and See Resource Growing

Topic:		Tell Me a Story						Living Things				
Role Play Areas	Continuous provision- Imaginary Play - (inside) Fruit and vegetable shop, vet, ice cream shop ( <a href="https://childrens.poetryarchive.org/explore/page/4/?form=241">https://childrens.poetryarchive.org/explore/page/4/?form=241</a> ) Continuous provision- Role play- Garden Centre + Cafe (outside)											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Topic Focus	Growing Plants (focus-fruit& vegetables)	Where does our food come from?	Life cycles	Life cycles – What animals lay eggs?	Habitats and food chains	Minibeasts	Day and Night	Duck/chicken life cycles (care for living things)		Animals on Land	Animals in the sea	Dinosaurs
Literacy Core Books	Jasper's beanstalk  + Non Fiction	Oliver's Vegetables  Oliver's Fruit Salad  + Non Fiction	The Very Hungry Caterpillar by Eric Carle +Non-fiction	The Odd Egg  Chicken s Aren't the Only Ones  +Non-fiction	Hungry Harry (Frogs)  +Non-fiction	Aaaarrgghh Spider!  The Very Busy Spider  +Non-fiction National geographic: Minibeasts	Owl Babies  +Non-fiction	The Ugly Duckling/ Dora's Eggs  +Non-fiction	Lost and Found  +Non-fiction	Leopard's Drum  +Non-fiction	Clumsy Crab  +Non-fiction	How to Grow a Dinosaur  +Non-fiction
Nursery Rhymes BBC rhymes	Oats and beans and barley grow	Wiggly woo	Caterpillar song	Look at the sneaky crocodile	Five little speckled frogs	Incy wincy spider	Sky scraper By Dennis Lee	Five Little Ducks	Splish, splash, splosh by James Carter	Down in the Jungle	One, two, three, four, five	Five Little Dinosaurs
Personal, Social and Emotional  Dev.M observation checkpoint 3&4 year olds.	<p>Ongoing- classroom routines and boundaries – Supported with visuals of children demonstrating that rule/routine. Children independently remember rules.</p> <p>Reward systems: sticky labels with comments written</p> <p>Developing intimate care routines + key person and extended to other familiar + unfamiliar adults.</p> <p>Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict.</p> <p>Continue with child self-registration, children have responsible classroom roles.</p> <p>Activities to develop relationships, friendship, sharing and turn taking, understanding others feel, dealing with conflict. Model Phrases “Can I have a turn? Or “My turn next.”</p> <p>Helping children develop positive attitudes towards diversity and inclusion. Ask questions and answer children straight forwardly about differences in skin colour, hair colour, gender, special needs and disabilities.</p> <p>In small groups children encouraged to safely explore emotions beyond their normal range such as the feeling fear or relief.</p> <p>Support children to demonstrate growth in independence when selecting a wider range of activities and resources to achieve a goal. Resisting helping as appropriate, rather opting to supervise &amp; guide.</p> <p>Cooking activities planned for relating to rhymes and book of the week.</p> <p>Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health. Dev. Matters observation checklist Birth-3/ 3&amp;4 year olds.</p>											
Communication and Language	<p>Ongoing- Speaking, listening and responding skills. Vocabulary linked to core book of the week and topic.</p> <p>Children use speech sounds p, b, m, w, l/r/w/y f/th s/sh/ch/dz/j. Say multi- syllabic words – ‘hippopotamus’ or ‘pterodactyl’.</p> <p>Introduce words of the week - displayed on vocabulary wall (text and picture). Children encouraged to use words in context.</p> <p>Children start conversations with teachers and peers. Express an opinion. Use pronouns ‘me’, ‘him’, ‘she’, plurals &amp; prepositions ‘in’. ‘on’, ‘under’. Children given at least 10 seconds processing time when responding to simple questions. ‘who’. ‘what’. ‘where’ and ‘why’ as appropriate.</p>											

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Dev.M observation checkpoint 3&4 year olds.	<p>Ongoing-Supporting children to understand two part questions &amp; instructions.</p> <p>Dev.M observation checkpoint 3&amp;4 year olds can the child speak in a sentence using four to six words? Are sentences joined with because, or? Do they use the past tense? For example: 'I went...'</p> <p>Ongoing-Puppets and small world relating to the core book of the week and topic.</p> <p>Role play areas inside (shops and vet) and outside (cafe and garden)</p> <p>Daily - days of the week and weather. Makaton practised for days of the week, weather, colours, and signs linked to the topic.</p> <p>Weekly rhyme of the week displayed and sung daily. Bank of rhymes kept in a folder for children to return to.</p> <p>Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read.</p> <p>Check understanding and explain new vocabulary when reading books.</p> <p>Daily celebration, children talk about the marks they make.</p> <p>Children to be encouraged to feel confident to talk about what is happening in their environment and give their own ideas.</p>		
<p><b>Literacy – Reading and Comprehension</b></p> <p>Word Reading</p> <p>Writing</p>	<p>Class reading library with a selection of information, topic and choosing books.</p> <p>Selecting books and handling them with care.</p> <p>Core books &amp; Longer stories that introduce interesting new vocabulary. Core books displayed in class library.</p> <p>Daily - Adults reading to small groups and whole class (story times and at the end of the day).</p> <p>Throughout the day topic books being shared with children (books throughout the environment).</p> <p>Regular sharing of books and discussion of children's ideas and responses throughout the day. Adults and children tell long stories to each other based on familiar books.</p> <p>Use of books with just pictures to encourage extended conversations to develop understanding about what is happening.</p> <p>Understanding key concepts about print: print has meaning and how it is read, the idea of a word, spaces before and after words, sentences - full stops and capitals.</p> <p>Weekly home reading books.</p> <p>Phonics- Read write Inc. sound discrimination and set 1 initial sounds. Rhyme, syllables, words with the same initial sounds &amp; word reading</p> <p>Provide opportunities in the continuous provision for child initiated mark making activities e.g. wipe boards, black boards, clipboards outdoors, chalks for paving stones, boards and notepads in the home corner.</p> <p>Adult to act as scribe for description of mark making.</p> <p>Daily- fine motor activities, handwriting activities. Free drawing &amp; writing on their pictures using some letter knowledge.</p> <p>Daily - writing the day and date (modelled writing) Children write their name on their work or adult writes the name of the child in yellow and child traces over it.</p> <p>Choosing independent mark making activities each day linked to core book of the week.</p> <p>Children to use IT to mix marks.</p> <p>Daily celebration of children's writing from the writing basket. Class books created from visits.</p>		
<b>Mathematics</b>	<table border="1"> <tr> <td data-bbox="264 968 1225 1466"> <p>Daily - Maths songs. Calculating the number of the day, days of the week &amp; date, visual time table, times of the day &amp; sequence of the day.</p> <p>Maths vocabulary and visuals displayed.</p> <p>Fast recognition of up to 5 objects (subitising).</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Recite numbers past 5.</p> <p>Counting objects with one number for each item (1:1 correspondence). Changes in amount which involve hiding.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Compare quantities using 'more than', 'fewer than'.</p> <p>Link numerals and amounts.</p> <p>Begin to make recognizable symbols to represent numbers.</p> <p>Explore 2D &amp; 3D shapes circles, rectangles, triangles &amp; cubes using mathematical language to about properties, sharp corner, pointy, curvy.</p> <p>Make comparisons between objects relating to size, length &amp; weight.</p> <p>Talk about, extend and create patterns.</p> <p>Understand position through words alone for example 'off a path', 'down a drain.'</p> </td><td data-bbox="1225 968 2132 1466"> <p>Daily - Maths songs. Calculating the number of the day, days of the week &amp; date, visual time table, times of the day &amp; sequence of the day.</p> <p>Fast recognition of up to 5 objects (subitising).</p> <p>Maths vocabulary and visuals displayed</p> <p>Simple mathematical challenges set in small groups with numbers up to 5 and past</p> <p>Recite numbers past 5.</p> <p>Counting objects with one number for each item (1:1 correspondence). Changes in amount which involve hiding.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Compare quantities using 'more than', 'fewer than'.</p> <p>Link numerals and amounts.</p> <p>Begin to make recognizable symbols to represent numbers.</p> <p>Explore 2D &amp; 3D shapes circles, rectangles, triangles &amp; cubes using mathematical language to about properties, sharp corner, pointy, curvy.</p> <p>Make comparisons between objects relating to size, length, weight &amp; capacity</p> <p>Talk about, extend and create patterns. Correct an error in a repeating pattern.</p> <p>Understand position through words alone for example 'off a path', 'down a drain.'</p> </td></tr> </table>	<p>Daily - Maths songs. Calculating the number of the day, days of the week &amp; date, visual time table, times of the day &amp; sequence of the day.</p> <p>Maths vocabulary and visuals displayed.</p> <p>Fast recognition of up to 5 objects (subitising).</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Recite numbers past 5.</p> <p>Counting objects with one number for each item (1:1 correspondence). Changes in amount which involve hiding.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Compare quantities using 'more than', 'fewer than'.</p> <p>Link numerals and amounts.</p> <p>Begin to make recognizable symbols to represent numbers.</p> <p>Explore 2D &amp; 3D shapes circles, rectangles, triangles &amp; cubes using mathematical language to about properties, sharp corner, pointy, curvy.</p> <p>Make comparisons between objects relating to size, length &amp; weight.</p> <p>Talk about, extend and create patterns.</p> <p>Understand position through words alone for example 'off a path', 'down a drain.'</p>	<p>Daily - Maths songs. Calculating the number of the day, days of the week &amp; date, visual time table, times of the day &amp; sequence of the day.</p> <p>Fast recognition of up to 5 objects (subitising).</p> <p>Maths vocabulary and visuals displayed</p> <p>Simple mathematical challenges set in small groups with numbers up to 5 and past</p> <p>Recite numbers past 5.</p> <p>Counting objects with one number for each item (1:1 correspondence). Changes in amount which involve hiding.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Compare quantities using 'more than', 'fewer than'.</p> <p>Link numerals and amounts.</p> <p>Begin to make recognizable symbols to represent numbers.</p> <p>Explore 2D &amp; 3D shapes circles, rectangles, triangles &amp; cubes using mathematical language to about properties, sharp corner, pointy, curvy.</p> <p>Make comparisons between objects relating to size, length, weight &amp; capacity</p> <p>Talk about, extend and create patterns. Correct an error in a repeating pattern.</p> <p>Understand position through words alone for example 'off a path', 'down a drain.'</p>
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	Stories read which involve journeys linked + children's experiences for Chn to describe a familiar route. Continuous provision- sand, water and construction. Cooking activities linked to Core books.	Stories read which involve journeys linked + children's experiences for Chn to discuss routes and locations using positional language. Continuous provision- sand, water and construction. Cooking activities linked to Core books.
<b>Core books</b>	Kippers Toy box We're going on a bear hunt Rosie's walk Room on the broom Shark in the park The Gruffalo	The Very Hungry Caterpillar I spy numbers How do dinosaurs count to 10? We're going on a bear hunt What the ladybird heard?
<b>Understanding the World</b>	Ongoing- Festivals and celebration of the world, community & culture- Summer, Birthdays, Ramadan, 'Eid. Ongoing – Vocabulary and language focus linked to core books and children's child initiated explorations. Continuous provision – sand water and construction Weekly – environment small world linked to the core book. <b>Butterfly life cycles (order caterpillars from Insect Lore)</b> <b>Duck or chicken life cycles (order eggs from Incredible Eggs)</b> Using their senses in hands-on exploration of natural materials. Explore & compare natural materials indoor and outdoor of materials with similar and/or different textures and properties. Talk about what they see using a wide vocabulary. Begin to make connections between features of their family history and other peoples family history. Visits to develop children's understanding of different occupations. Opportunities to challenge stereotypes as appropriate Explore how things work using mechanical equipment drawing children's attention to forces. Continuous provision – Planting, growing seeds and caring for the natural environment. Praise given to children showing care and respect for living things in the natural environment. Children taught in small groups the key features of animal & plant life cycles. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. A diverse range of props, puppets, books & artefacts readily available for children to explore. Display area for children to add to. Children & parents encouraged to participate in 'show & tell'.	
<b>Core Books</b>	<b>The Very Hungry Caterpillar</b> <b>Minibeast non-fiction texts</b> <b>Life cycle non-fiction texts</b> <b>Chickens Aren't the Only Ones</b>	<b>By day and by night Eric Carle</b> <b>Good Day, Good Night by Margaret Wise brown</b> <b>National Geographic: Day &amp; Night</b> <b>Duck/chicken life cycle non-fiction texts</b>
<b>Visits / Visitors</b>	<b>Computing: Visit to the Camden Learning Centre (CLC)</b> <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a>	<b>CL and UW Visit to Kentish Town City Farm</b> <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a>
<b>Physical Development</b> Dev.Matters observation check point 3&4 year olds	Continuous provision- sand and water and construction. Outdoor Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Riding scooters, trikes and bikes. Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run. Continuous Provision –different materials and tools to develop manipulation and control. Group activities in teams lead by teachers but increasing being led by themselves. Areas for performance: Children taught to remember sequences and patterns of movement. Large and small motor skills–Daily- dressing and undressing, eating habits. Supporting children to be Increasingly independent in making healthy choices. Weekly - fine motor skill activities (Finger Gym). Weekly – large muscle movements – Busy Feet Continuous provision - Messy play/soft dough activities, painting & chalking on vertical surfaces (easels and walls), waving flags and streamers. Continuous provision using one- handed tools, dominant hand, developing a comfortable tripod grip holding pens and pencils.	
<b>Expressive Arts &amp; Design</b>	Continuous provision- Modelling with junk, clay, soft wood practicing joining methods to express ideas. Use of more complex construction kits. Continuous provision- Messy play/soft dough activities, using their imagination. Continuous provision-Pretend play using objects to represent something else. Continuous provision-Flexible open-ended resources for children's imaginative play. Focus: Sustained Drawing skills – detailing body parts, range of emotions and movement.	Continuous provision- Modelling with junk, clay, soft wood practicing joining methods to express ideas. Use of more complex construction kits. Continuous provision- Messy play/soft dough activities using their imagination. Continuous provision-Pretend play using objects to represent something else. Continuous provision-Flexible open-ended resources for children's imaginative play. Focus: Features of artists work across times and cultures Daily- Action Songs Action Songs & expression relating to topic.

**UPDATED 6.12.23**

	<p>Daily- Action Songs &amp; expression relating to topic.  Weekly-Music skill sessions (Music Express)  Explore a range of sound makers and instruments learning to improvise &amp; play with control to express their ideas.  Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape &amp; learning entire songs) Performance to music. Chn learn simple sequence.  Activities relating to rhymes and core books - – painting, collating, drawing, sculpting.  Weekly – rhyme of the week.  Daily – rhyme time (sing a selection of tradition and modern nursery rhymes).  <b>Artist focus: Giuseppe Arcimboldo (Fruit and vegetable pictures)</b></p>		<p>Weekly-Music skill sessions (Music Express)  Explore a range of sound makers and instruments learning to improvise &amp; play with control to express their ideas.  Weekly-Singing session –Music teacher (listening to sound, pitch, tone, melody, melodic shape &amp; learning entire songs) Performance to music. Chn learn simple sequence.  Activities relating to rhymes and core books - – painting, collating, drawing, sculpting.  Weekly – rhyme of the week.  Daily – rhyme time (sing a selection of tradition and modern nursery rhymes).  <b>Artist focus: Vincent Van Gogh (Day and night + sunflowers)</b></p>
<b>Computing</b>	<p>Children engage in computing activities in all areas across the EYFS curriculum.  Focus: Basic keyboard and mouse skills. Programmable toys.  Using the programs- Purple Mash, PB Bears, Espresso.</p>		
<b>Music</b>	<p>Singing songs from around the world. Playing, creating and exploring music using untuned percussion Instruments-Djembe/drum/tambourine. Listening to a range of live music (visiting musicians once a half term and termly live music). Listening to recorded music (world music/ African Music)</p>		
<b>R.E. - Catholic</b>	<p>Come and See Resource  Good News</p>	<p>Come and See Resource  Friends</p>	<p>Come and See Resource  Our World  Islam- link to Ramadan and Eid</p>

Topic	Ourselves							Celebrations & Festivals					
Role Play Area	Inside – The Doctor’s Surgery Outside – The Home							Inside – Christmas Market Outside – The Home    Additional Theme: Nativity Scene					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week10	Week 11	Week 12	
Topic Focus	This is me	Senses	Growing up / The family tree Photos		Familiar buildings in my community People who help us in our community	Healthy diet, exercise and oral health	Whole School Project Week	Bonfire Night Guy Fawkes	Birthdays		Diwali	Christmas	
Literacy  Core Books	Starting school Owl Babies	My 5 Senses	2-week Block Once there were giants.		Let’s build a house!  Non-fiction Books	Non-Fiction books Funny bones		Fire-works poems & rhymes	2 Week Block Main text: Kipper’s birthday KB Include Non-fiction List writing		Rama and Sita The story of Diwali	The Nativity story and other Christmas stories	
Reading & Comprehension  Word reading (Phonics)	Speaking and listening focus. Dfe Baseline Assessment of children upon entry RWI Entry assessment		Children recognising their names Read Write Inc. begins. 4 weeks of speed sounds Begin guided reading in groups daily. Book of the day – Chosen by the children, read by the Teacher (displayed in the class library) Story Sack of the week Homework- Children take home a sharing book Core books displayed in the class library.					RWI Assessment 1 reassessment for attainment groups Guided Reading – everyday 5 groups reading with 5 adults. Guided Reading – Children’s books changed once a week Begin Guided writing and guided reading in groups daily Phonics – Read Write Inc. Daily speed sound & Ditty Begin to know sounds to read, make and write CVC words. Homework- Children take home 1 sharing book 1 RWI storybook and 2 RWI guided reading books.					
Nursery Rhymes <a href="http://www.wordsforlife.org.uk/songs">www.wordsforlife.org.uk/songs</a>  <a href="https://childrens.poetryarchive.org/explore/page/4/?form=241">https://childrens.poetryarchive.org/explore/page/4/?form=241</a>	Heads, shoulder s, knees and toes	My hat by Tony Mitton	Jack and Jill	Humpty Dumpty	Growing by Tony Mitton	10 little monkeys jumping on the bed		Bubbles by James carter	Ten green bottles	Sing a song of sixpence	Twinkle twinkle little star	Christmas songs	
Poetry recital	Humpty Dumpty (traditional)												
Personal, Social and Emotional  Dev. Matters Observation checkpoint 3&4 year Children olds	Golden Rules and learning the rules in the school and classroom.  Time tabled routines to promote overall heath & wellbeing. Children supported at lunchtimes to support		Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work. Continue learning about and reinforcing the golden rules. Rewarding children: White sticky labels with a comment of what a child has achieved, smile chart, special mentions, head teacher’s awards.					Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work. Self-Regulation- Self-help skills High expectations for children following instructions, smile-chart, special mentions, head teacher’s awards. Building and sustaining constructive & respectful relationships Dealing with conflict & sharing. Time tabled routines to promote overall heath & wellbeing.					

	eating & healthy choices.		Activities to develop relationships/making friends/dealing with conflict/sharing.								
Writing	Speaking and listening focus. Dfe Baseline Assessment	Fine motor skills and Pencil grip Children independently writing their names Mark making and emergent writing relating to the focus book of the week. Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing Independent activities each day linked to the core books of the week. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children's independent writing at the end of each day						Fine motor skills and Pencil grip Alphabet and letter formation. Children independently writing their names Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing/Independent activities each day linked to core books of the week. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children's independent writing at the end of each day			
Communication and language	Dev. Matters CL&U Observation checkpoint 3&4 year Children olds	Children taught how to listen Teachers Promote and model active listening. Develop social phrases Good morning, Good afternoon etc. New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. New vocabulary used repeatedly throughout the day. Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals, use of connectives. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library. Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories. Core books displayed in the class library.						Children taught how to listen Teachers Promote and model active listening. New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. New vocabulary used repeatedly throughout the day. Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals, use of connectives. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library.  Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories. Core books displayed in the class library.			
Mathematics White Rose Maths	Baseline assessment Settling in, introducing areas of provision.  Number: Counting objects, actions and sounds.	Positional language : Class routines, exploring where things belong	Number: Match and Sort and compare Amounts.	Number: Match and Sort and compare Amounts subitise	Measure s: shape and spatual thinking: Compare size, Mass & capacity Exploring Pattern	Number: Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3  Linking symbol with its cardinal number value Recording quantities dots tallies etc.		Measures: shape and spatual thinking: Circles triangles and positional language.	Number: Representing numbers to 5 One more and less Recording quantities dots tallies, no's etc.	Measures: shape and spatual thinking: Shapes with 4 sides Time	
Core Maths books		Dear zoo Jez Alborough	The button box	Frog and toad a lost	A new house for Mouse	Duck in the truck by Jez Alborough		Where's my teddy?	Monkey Puzzle	Bear in the Cave by	

				button by Arnold Lobel	by Petr Horacek		Seaweed soup by Stewart J Murphy	By Jez Alborough	Julia Donaldson KB	Michael Rosen
Understanding the World	Daily Weather Chart -Days of the week, date, year & season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located, local walks. Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Sensory Explorations touch, sight, smell, taste & sound Collins snap science Investigation: What am I made of? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.						Daily Weather Chart -Days of the week, date, year & season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Children familiarise themselves with the name of road, town the school is located aerial view & maps Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Food Cooking for a Celebration Collins snap science investigation: Which hat is best to wear today? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.			
Understanding the World Core Books	Resource: Snap Science Collins Teaching Framework Foundation Can I Build Another Me? Shinsuke Yoshitake Once there were Giants. Martin Waddell My Five Senses. Alike My Family Tree. Zoe Clarke Anne Wilson What If We Were All The Same! C.M. Harris What I Like About Me! Allia Zobel Nolan						Resource: Snap Science Collins Teaching Framework Foundation Bonfire Night. Katie Dicker Celebrate Diwali. National Geographic Scholastic The Story of Rana and Sita. Malachy Doyle The Night Before my Birthday. Natasha Wing Platypus and the Birthday Party. Chris Riddell Lanterns and Firecrackers: A Chinese New Year Story. Johnny Zucker and Jan Barger Cohen The Very First Christmas. Louie Stowell Celebrate Christmas National Geographic Scholastic			
Visits / Visitors	Reading and Writing: Visit to a Local Library <a href="https://www.camden.gov.uk/libraries-local-studies">https://www.camden.gov.uk/libraries-local-studies</a> <a href="#">School Nurse – Visit hygiene &amp; oral health</a>						<b>V&amp;A Museum of Childhood</b> <a href="https://www.vam.ac.uk">https://www.vam.ac.uk</a> <a href="#">School Nurse – Visit hygiene &amp; oral health</a> <b>Christmas Pantomime visits the school</b>			
Physical Development	Dev. Matters Observation checkpoints 3&4 year Children olds	Gymnastics Unit 1 (The PE Hub lesson plans – Physical Literacy Unit 1 <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.					Dance Unit 1 ((The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) Inc. preparation for Nativity - learn star dance Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practise physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.			
Expressive Arts & Design	Developing drawing skills Self-Portraits Music						Developing painting skills Collins snap science investigation: What happens when you mix it? Music			
Computing	Continuous provision - Children use technology to explore, enhance, solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.  Basic keyboard and mouse skills Vocabulary - Positional Language					Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.  Basic keyboard and mouse skills Vocabulary - Positional Language				

	Online safety- Smartie the penguin PP  A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and Beebots. Role-play areas reflect current topic and include suitable electronic devices as appropriate.  Programs & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic						Online safety- Smartie the penguin PP  A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and Beebots. Role-play areas reflect current topic and include suitable electronic devices as appropriate. Navigating using Espresso and other programs  Vocabulary - Positional Language  Programs & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic				
R.E. - Catholic	Myself				Welcome		Birthday				
Music Autumn 1: Unit 1 Pulse  Autumn 2: Unit 2 Timbre	Unit 1 To understand pulse	Creating simple patterns	Underst how sound is represented by symbols	Physicali sing pulse in different ways	Maintaini ng pulse and identifyin g strong beats	Identifyin g tempo	Unit 2 Different ways to use your voice	Different ways to use your body	High and low sounds	Loud and quiet sounds	Instrumen ts of the orchestra
Spanish	Greetings Phonics Numbers 1-10						Greetings Colours Animals Stories				

Topic:	Underwater							Growing				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Topic Focus	Water	Underwater environments	Large underwater Sea creatures		Small underwater creatures Pond/ river		Whole School Project Week	Parts of a plant What plants need to grow	Fruit and Vegetables		Growing our own plants	Easter Flowers through the seasons
Role Play Area	Inside – Aquarium / Rock pool Outside – Home Additional Theme: The North Pole /The Riverboat							Inside – Jack and the Beanstalk House / Castle Outside – Home Additional Theme: The Garden Centre / Flower shop				
Literacy Reading & Comprehension	Poems & Rhymes Water National Geographic Non-Fiction texts	The coral Kingdom	2 Week Block Main text: The Rainbow Fish / Tiddler		Tadpoles promise	Handa's Surprise		2 Week Block Main text: The tiny seed	The secrets of the vegetable garden.  Jack and the beanstalk		From seed to plant  Jasper's Beanstalk	The Easter story Plants amazing Science  Planting a rainbow
Reading	Guided Reading – everyday 5 groups reading with 5 adults. Guided Reading – Children's books changed once a week Begin Guided writing and guided reading in groups daily  Phonics – Read Write Inc – Daily speed sounds Lesson & Ditty 5x per week M-F know sounds to read, make and write CVC and some multisyllabic words.  Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book 1 RWI storybook and 2 RWI guided reading books.  Core books displayed in the class library.							RWI Assessment 3 reassessment for attainment groups Guided Reading – everyday 5 groups reading with 5 adults. Guided Reading – Children's books changed once a week Begin Guided writing and guided reading in groups daily  Phonics – Read Write Inc. – Daily speed sounds Lesson & Ditty 5x per week M-F Read simple sentences, multisyllabic words & some common exception words.  Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book 1 RWI storybook and 2 RWI guided reading books.				
Word reading (Phonics)												
Nursery Rhymes <a href="http://www.wordsforlife.org.uk/songs">www.wordsforlife.org.uk/songs</a>  <a href="https://childrens.poetryarchive.org/explore/page/4/?form=241">https://childrens.poetryarchive.org/explore/page/4/?form=241</a>	A sailor went to sea sea sea	Inside a shell by John Foster	One, two, three, four, five	Five little ducks	Five little speckled frogs	The Queen of Hearts		Five currant buns	It's raining, it's pouring	Ring a ring o' roses	Mary had a Little Lamb	There's a tiny caterpillar on a leaf
Poetry recital	Humpty Dumpty (traditional)											
Personal, Social and Emotional	Golden Rules and learning the rules in the school and classroom.		Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work.				Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work.					

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	Time tabled routines to promote overall health & wellbeing. Children supported at lunchtimes to support eating & healthy choices.		Continue learning about and reinforcing the golden rules. Rewarding children: White sticky labels with a comment of what a child has achieved, smile chart, special mentions, head teacher's awards. Activities to develop relationships/making friends/dealing with conflict/sharing.				Self-Regulation- Self-help skills High expectations for children following instructions, smile-chart, special mentions, head teacher's awards. Building and sustaining constructive & respectful relationships Dealing with conflict & sharing. Time tabled routines to promote overall health & wellbeing.				
Writing	Speaking and listening focus. Fine motor skills and Pencil grip Children independently writing their names Mark making and emergent writing relating to the focus book of the week. Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing Independent activities each day linked to the core books of the week. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children's independent writing at the end of each day						Fine motor skills and Pencil grip Alphabet and letter formation. Children independently writing their names Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing/Independent activities each day linked to core books of the week. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children's independent writing at the end of each day				
Communication and language	Teachers continue to Promote and model active listening. Develop social phrases Good morning, Good afternoon etc. New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. New vocabulary used repeatedly throughout the day. Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library.  Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories.  Core books displayed in the class library.						Teachers continue to Promote and model active listening New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. New vocabulary used repeatedly throughout the day. Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library.  Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories.  Core books displayed in the class library.				
Mathematics White Rose Maths	Number: Introducing zero Comparing numbers to 5 Composition of 4&5	Measures: shape and spatial thinking: Compare Mass Compare capacity	Number: 6,7&8 Making Pairs Combining 2 groups	Number 6,7&8 Making Pairs Combining 2 groups	Measures: shape and spatial thinking: Length		Number: 9&10 Linking symbol with its cardinal number value Recording quantities dots tallies etc.	Measures: shape and spatial thinking: height and time.	Number: Comparing numbers to 10. One more and less Recording quantities dots tallies, no's etc	. Number: Bonds to 10	3D shape pattern
Core Maths books		Room on the broom by Julia Donaldson Who sank the boat? By Pamela Allen	None the number	Frog and toad a lost button by	The enormous crocodile		I spy numbers Jean Marzello	The blue balloon by Mick Inkpen	None the number	Frog and toad a lost button by	A beach for Albert

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				Arnold Lobel					Arnold Lobel	
<b>Understanding the World</b>	Daily Weather Chart -Days of the week, date, year & season. Current topic books read aloud to extend children’s knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located, local walks. Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Sensory Explorations touch, sight, smell, taste & sound Collins snap science Investigation: What am I made of? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Children & parents encouraged to participate in ‘show & tell’						Daily Weather Chart -Days of the week, date, year & season. Current topic books read aloud to extend children’s knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located aerial view & maps Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Food Cooking for a Celebration Collins snap science investigation: Which hat is best to wear today? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Children & parents encouraged to participate in ‘show & tell’			
<b>Understanding the World Core Texts</b>	Resource: Snap Science Collins Teaching Framework Foundation Water National Geographic Kids Book of Nature Poetry. National Geographic Here We Are. Oliver Jeffers The Coral Kingdom. Laura Knowles Jennie Webber Ocean Animals Collection. National Geographic Amazing Giant Sea Creatures DK Ocean A Childrens’ Encyclopedia DK SEA. Britta Teckentrup						Resource: Snap Science Collins Teaching Framework Foundation Once there were Giants. Martin Wadell Seed to Plant. National Geographic Kids Plants. National Geographic Kids How a Seed Grows. Helene J. Jordan Handa’s Surprise. Eileen Browne Oliver’s Fruit Salad. Vivianne French and Alison Bartlett Eating the Alphabet. Lois Ehert Planting a Rainbow. Lois Ehert From Seed to Plant. Gail Gibbons The Tiny Seed. Eric Carle Tree. Britta Teckentrup Van Gogh and the Post-Impressionists for Kids. Carol Sabbeth Camille and the Sunflowers. Laurence and Anholt			
<b>Visits / Visitors</b>	<b>UW and CL: Visit to The London Aquarium Sea Life</b> <a href="https://www.visitsealife.com/london/">https://www.visitsealife.com/london/</a> <b>Computing: Visit to Camden Learning Centre (CLC)</b> <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a> Camden City Learning Centre, Charrington Street, London NW1 1RD						<b>Choose from :</b>  <b>Thegardencentre</b> <a href="http://www.camdengardencentre.co.uk/">http://www.camdengardencentre.co.uk/</a> <b>Local area walks</b> <a href="https://www.camden.gov.uk/camden-health-walks">https://www.camden.gov.uk/camden-health-walks</a> <b>Gray’s inn walk gardens</b> <a href="https://www.graysinn.org.uk/the-inn/the-estate/thewalks">https://www.graysinn.org.uk/the-inn/the-estate/thewalks</a> <b>Wildlife and nature—Hampstead Heath</b>  <a href="https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/wildlife-and-nature/Pages/default.aspx">https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/wildlife-and-nature/Pages/default.aspx</a>			
<b>Physical Development</b>	Gymnastics Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 2 Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.						Dance Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 3 Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.			

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<b>Expressive Arts &amp; Design</b>	Developing printing skills Print making Music – Performance Art: Whole class, large groups, small, or individual. Children matching or following a melody's, songs or dance.							Developing painting skills Painting with focus on different artists/ painters Music – Performance Art: large groups, small, or individual. Children replicating, following or making a melody, songs or dance.				
<b>Computing</b>	Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.  Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP  A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate.  Programs & Apps: Espresso, 2simple software, 2paint program Busy things. Typing skills using writing program. Websites: BBC Schools, Phonics play, National Geographic.							Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.  Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP  A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate.  Programes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, Navigating the web, National Geographic.				
<b>R.E. - Catholic</b>	Celebrating				Gathering			Growing				
<b>Music</b> <b>Spring 1:</b> <b>Unit 3</b> <b>Rhythm</b>	<b>Unit 3</b> Rhythm vs pulse	Rhythms	Rhythm symbols and patterns	Rhythm notation	Reading and writing rhythmic notation	Improvising rhythms		<b>Unit 4</b> What is pitch?	Combine:  Lesson 2: High Sounds  Lesson 3: Low sounds	Following the pitch	Changing the pitch	Creating high and low sounds
<b>Spring 2:</b> <b>Unit 4 Pitch</b>												
<b>Spanish</b>	Shapes Colours							Days of the week Numbers 1-15 Body parts				

Topic	Minibeasts							Journeys and Transport				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Topic Focus	Slimy Snails	Buzzing Bees	Spinning Spiders	Beautiful Butterflies and Crawling Caterpillars		Personal Journeys (favourite holidays)		Ways to travel -land	Ways to travel -on water		Ways to travel -air	Destinations: Places we can travel to (related to children)
Role Play Area	Inside – Minibeast Laboratory Outside – Home Additional Theme: The Garden (alongside the home link to looking after minibeasts outside)							Inside – The Travel Agents / The Train station /Rocket Outside – Home Additional Theme: The seaside				
Literacy Reading & Comprehension  Core Books	Snail Trail	The Bee book National Geographic Non-fiction books	The Very Busy Spider	2 Week Block Main text: The Very Hungry Caterpillar		The Journey home from Grandpas		How will we get to the beach?	2 Week Block Mr Gumpy’s outing		Whatever next!	Rosie’s Walk Mapping
Reading  Word reading (Phonics)	RWI Assessment 4 reassessment for attainment groups Guided Reading – everyday 5 groups reading with 5 adults. Guided Reading – Children’s books changed once a week Begin Guided writing and guided reading in groups daily Phonics – Read Write Inc. –Daily speed sounds Lesson & Ditty 5x per week M-F Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book 1 RWI storybook and 2 RWI guided reading books.							RWI Assessment 5 reassessment for attainment groups Guided Reading – everyday 5 groups reading with 5 adults. Guided Reading – Children’s books changed once a week Begin Guided writing and guided reading in groups daily Phonics – Read Write Inc. Daily speed sounds Lesson & Ditty 5x per week Phonics – Read Write Inc. –Read with fluency & show confidence with word reading. Read own writing. Homework- Children take home 1 sharing book 1 RWI storybook and 2 RWI guided reading books.				
Nursery Rhymes www.wordsforlife.org.uk/songs	There was an old lady	Hickory dickory dock	Incey Wincey spider	Old Macdonald had a farm	Little Miss Muffet	London Bridge is falling down London’s burning		The wheels on the bus	Row row row your boat	Zoom zoom zoom	The Grand Old Duke of York	I am a music man
Poetry recital	The Grand Old Duke of York (traditional)											
Personal, Social and Emotional	Continue reinforcing Golden Rules and learning the rules in the school and classroom.  Structured Time table & routines with flexibility for children to make independent choices. Children supported at lunchtimes to support eating & healthy choices. Develop sense of responsibility and membership of their class and wider school community– Spaces for their work, spaces they can adapt and change within the environment, school councillors, prayer leaders etc.							Continue reinforcing Golden Rules and learning the rules in the school and classroom.  Structured Time table & routines with flexibility for children to make independent choices. Develop sense of responsibility and membership of their class and wider school community– Spaces for their work, spaces they can adapt and change within the environment, school councillors, prayer leaders etc.				

	Self-Regulation- Self-help skills –using strategies to moderate their own and others feelings socially and emotionally. Rewarding children: smile chart, special mentions, head teacher's awards. Activities to develop relationships/making friends/dealing with conflict/sharing. –dialogic story time.						Self-Regulation- Self-help skills –using strategies to moderate their own and others feelings socially and emotionally. High expectations for children following instructions, smile-chart, special mentions, head teacher's awards. Building and sustaining constructive & respectful relationships Dealing with conflict & sharing – Dialogic story time			
<b>Writing</b>	Speaking and listening focus. Dfe Baseline Assessment	Fine motor skills and Pencil grip Children independently writing their full names Mark making and emergent writing relating to the focus book of the week. Phonics – Ditty complete a sentence 3x per week M-W Handwriting 2x per week. Th&F Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing Independent activities each day linked to the core books of the week. Children write sentences with known sound-letter correspondences. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children's independent writing at the end of each day					Fine motor skills and Pencil grip Alphabet and letter formation. Children independently writing their full names Phonics – Ditty complete a sentence 3x per week M-W Handwriting 2x per week. Th&F Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing/Independent activities each day linked to core books of the week. Children write sentences with known sound-letter correspondences. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children's independent writing at the end of each day			
<b>Communication and language</b>	Dev. Matters CL&U Observation checkpoint 3&4 year Children olds	Teachers continue to Promote and model active listening Expect social phrases Good morning, Good afternoon etc. New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. Engage in conversations between people and characters Children talk and articulate their ideas using connectives. Teachers model accurate grammar with more complex sentences. Narration of events and actions. Exact repetition of words in stories and some in their own words. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library.  Story time 3x per day Morning, lunchtime and home time. Stories re-read to children to develop a deep familiarity text, knowledge and vocabulary. Core books displayed in the class library.					Teachers continue to Promote and model active listening New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. Engage in conversations between people and characters Children talk and articulate their ideas using connectives. Teachers model accurate grammar with more complex sentences. Narration of events and actions. Exact repetition of words in stories and some in their own words. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library.  Stories re-read to children to develop a deep familiarity text, knowledge and vocabulary. Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories. Oral stories.  Core books displayed in the class library.			
<b>Mathematics White Rose Maths</b>	Number: Building numbers to 10 and beyond Counting patters to 10 and beyond	Spatial reasoning 1: Match rotate	Number: Adding more & taking away	Spatial reasoning 2: Compose &	Number: Patterns Doubling		Number: Grouping Even and Odd	Spatial reasoning 3: Visualise and build	Number: Patterns and relationships	Spacial reasoning 4 mapping

		manipulat e.		Decompo se:						
Core Maths books	Jack the builder by stuart J Murphy One Moose 20 mice		1 is a snail 10 is a crab by AS	When one doesn't belong by Christop her Danielso n	A new house for Mouse by Petr Horacek		1 is a snail 10 is a crab by April sayer	A new house for Mouse by Petr Horacek	A dozen ducklings lost and found	Snail trail by Jo saxton
Understanding the World	Daily Weather Chart -Days of the week, date & year. Note and record the effect of seasonal changes. Contrasting environments –Regional & National Current topic books read aloud to extend children’s knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Local walks to understand special places and members of their community Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Sensory Explorations touch, sight, smell, taste & sound Collins snap science Investigation: What am I made of? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Children & parents encouraged to participate in ‘show & tell’						Daily Weather Chart -Days of the week, date& year. Note and record the effect of seasonal changes. Contrasting environments –Regional & National Current topic books read aloud to extend children’s knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located aerial view & maps local walks to understand special places and members of their community Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Food Cooking for a Celebration Collins snap science investigation: Which hat is best to wear today? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.			
Understanding the World Core Books	Resource: Snap Science Collins Teaching Framework Foundation The Snail Trail. Ruth Brown The Bee Book. DK BEE. Patricia Hegarty and Britta Teckentru Minibeasts: Ladybirds First Fabulous Facts. Jacqueline Crupi Superworm. Julia Donaldson and Axel Scheffler National Geographics Kids: Spiders. National Geographics Kids: Caterpillar to Butterfly. Our Amazing World: Spiders. Kay de Silva A Butterfly is Patient. Diana Ashton Aaarrggh, Spider! Lydia Monks						Resource: Snap Science Collins Teaching Framework Foundation My First Book of Transportation. Collins Lost and Found. Oliver Jeffers Mrs Armitage on Wheels. Quentin Blake Room on the Broom. Julia Donaldson The Hundred Decker Bus. Mike Smith A Journey Through Transportation. Carl Johanson Oi Get Off Our Train. John Burnington All Kinds of Cars. Carl Johanson Just Imagine. Nick Sharratt and Pippa Godhart At the Beach. National Geographic Kids I am Amelia Earhart. Brad Meltzer On the Train Shine- a -Light Book. Carron Brown			
Visits / Visitors	UW and CL: Visit to Camley Street Nature Park <a href="https://www.wildlondon.org.uk/reserves/camley-street-natural-park">https://www.wildlondon.org.uk/reserves/camley-street-natural-park</a>						Computing: Visit to Camden Learning Centre (CLC) <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a> Camden City Learning Centre, Charrington Street, London NW1 1RD The Transport Museum			
Physical Development	Gymnastics Unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) Physical Literacy Unit 4 Develop overall body strength coordination, balance and agility.						Dance Unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) Physical Literacy Unit 5 Develop overall body strength coordination, balance and agility.			

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	Develop small motor skills to use tools competently. Pencil grip to develop an accurate and fast handwriting style Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.						Develop small motor skills to use tools competently. Pencil grip to develop an accurate and fast handwriting style Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.				
<b>Expressive Arts &amp; Design</b>	Developing 3D Modelling skills Focus on techniques for joining materials. Music – Performance Art: Whole class, large groups, small, or individual. Children copy, match or follow a melody's, songs or choreographed dance.						Developing Collage skills Painting with focus on different artists/ painters Music – Performance Art: large groups, small, or individual. Children create a melody, songs or choreographed dance from learnt techniques.				
<b>Computing</b>	Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum. Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate. Prorgrames & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic.						Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum. Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate. Prorgrames & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic				
<b>R.E. - Catholic</b>	Good News			Friends			Our World				
<b>Music</b> Summer 1: Unit 5 Contrasts  Summer 6: Unit 6 Musical devices	Unit 5 Rhythm	Pitch	Dynamics	Articulation	Melody	Timbre	Unit 6 Conjunct melodies	Disjunct melodies	Imitation	Sequence	Riffs
<b>Spanish</b>	Food						Insects Toys				

# Catholic Partnership Curriculum Map

## Y1 Curriculum Map

## Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Narrative – retelling stories with repeating pattern The Story Tree (Hugh Lupton)			Narrative- stories in familiar settings Beegu (Alexis Deacon)			Whole School Project Week	Poetry The Worm (Ralph Bergengren)	Narrative and Poetry Aaaaaarrgh Spider! (Lydia Monks)		Narrative – retelling Nativity Linked to RE unit 'Advent/Christmas- waiting		
Phonics	Read Write Inc												
Story Time	Dear Zoo, Rod Campbell Where's Spot, Eric Hill	Ten Little Fingers and Ten Little Toes, Mem Fox and Helen Oxenbury The Very Hungry Caterpillar, Eric Carle	Each Pear Pear Plum, Janet and Alan Ahlberg The Elephant and the Bad Baby, Raymond Briggs	The Tiger Who Came to Tea, Judith Kerr	Little Mouse's Big Book of Fears, Emily Gravett	I Will Not Ever Never Eat a Tomato, Lauren Child		Dogger, Shirley Hughes	Lost and Found, Oliver Jeffers	Room on the Broom, Julia Donaldson	Gorilla, Anthony Browne	The Snowman, Raymond Briggs	
Poetry recital	Incey Wincey Spider (traditional)												
Maths	Number: Place value (within 10)					Number: Addition &Subtraction (within 10)		Number: Addition & Subtraction (within 10)					Geometry: Shape
R.E. - Catholic	Domestic Church - Families				Baptism/Confirmation – Belonging  Visit the parish church to learn more about Baptism			Judaism Visitor from Judaism for Schools or visit The Jewish Museum	Advent/Christmas – Waiting				
Visits / Visitors	History: Visit to local underground and overground stations different trains and see other transport along the way eg. Pupils are walking, cars, buses, motorbikes on the road, planes in the sky (a boat on the canal if they pass it!)							Science: Visitor Zoo 4 U, a range of animals bought into school <a href="https://www.zoo4you.co.uk/">https://www.zoo4you.co.uk/</a>					
Science	Plants We are learning to observe and compare trees around us	Plants We are learning to identify parts of a plant	Plants We are learning to investigate what plants need to grow	Plants We are learning to explain what plants need to grow	Seasonal Change 1 We are learning to observe and describe the different seasons	Seasonal Change 2 We are learning to observe how trees change over the year		Animals, including humans We are learning to identify and name animals	Animals, including humans We are learning to identify carnivores, herbivores and omnivores.	Animals, including humans We are learning to observe how different animals move.	Animals, including humans We are learning to identify which animals people can keep as pets.	Seasonal Change 3 We are learning to investigate the seasons	

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<b>History</b> Changes within living memory - <i>Transport</i>	We are learning to know the timeline of types of transport	We are learning to understand how trains have changed over time	We are learning to understand how cars have changed over time	We are learning to understand how planes have changed over time	We are learning to understand how boats have changed over time	We are learning to explain ways that transport has changed over time		Taught in 1 <sup>st</sup> half of term					
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term							We are learning to underst and that the Earth is one of 8 planets	We are learning to underst and day and night	We are learning to underst and the importa nce of water	We are learning to underst and where we find mountai ns and rivers.	We are learning to underst and what makes our planet special	We are learning to underst and what makes our planet special
<b>Art and design</b>	<b>Drawing (Key Skills and Techniques)</b> We are learning to draw our school environment from experience and memory.	We are learning to draw natural objects from observati on.	We are learning to draw buildings.	We are learning to draw portraits.	We are learning to draw objects.			<b>Painting (Water)</b> We are learning to make different shades of one paint colour.	We are learning understand how primary colours mix to make secondary colours.	We are learning to explore ways of using paint brushes.	We are learning to represent water using paint.	We are learning to paint images using watercolours	
<b>DT</b>	Structures (Homes)												
<b>PE</b>	Attack Defend Shoot Unit 1 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )							Attack Defend Shoot Unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )					
<b>PSHCE in addition to weekly lessons</b>	Whole School Project Week-Equalities Week Anti-Bullying Week												
<b>PSHCE weekly lesson</b>	To understand how to keep teeth healthy (Health and prevention)	To understand the importance of food (Healthy Eating)	To understand some basic hygiene principles (Health and prevention)	To learn about what can go into our bodies and how it can make people feel (Drugs,	To learn the importance of sleep as part of a healthy lifestyle and the impact device use can have	To learn about how germs are spread, how we can prevent them spreading and people		Taught in 1 <sup>st</sup> half of term					

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				alcohol and tobacco)	on sleep (Mental wellbeing) (Health and Prevention)	who help us stay healthy and well (Health and prevention) (Physical health and fitness)							
Computing	Taught in 2 <sup>nd</sup> half of term							Creating media-Digital writing We are learning to use a computer to write.	We are learning to add and remove text on a computer	We are learning to identify that the look of text can be changed on a computer	We are learning to make careful choices when changing text.	We are learning to explain why I used the tools that I chose.	We are learning to compare writing on a computer with writing on paper.
Spanish	Greetings	What is your name	Phonics	Phonics	Numbers 1-5	How old are you?		Colours	Colours	Animals	Animals	Retrieval Practice	Christmas
Music Autumn 1: Unit 1 Pulse  Autumn 2: Unit 2 Timbre	Unit 1 To understand pulse	Creating simple patterns	Underst how sound is represented by symbols	Physicalisin g pulse in different ways	Maintaining pulse and identifying strong beats	Identifying tempo		Unit 2 Different ways to use your voice	Different ways to use your body	High and low sounds	Loud and quiet sounds	Instruments of the orchestra	
Food Tech	Berry red smoothie												

# Catholic Partnership Curriculum Map Y1 Curriculum Map Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English texts and genre	Comp	Assessment Non-fiction - Information Texts Spiders (Rebecca Gilpin) Animal Lives Spiders (Sally Morgan)					Poetry The Puffin Book Of Fantastic First Poems (June Crebbin)	Whole School Project Week	Narrative The Snail and The Whale (Julia Donaldson)		Narrative – recounts and retelling No Dinner! (Jessica Souhami)	
Phonics	Read Write Inc											
Story Time	We're Going on a Bear Hunt, Michael Rosen	Hairy Maclary from Donaldson's Dairy, Lynly Dodd	Not Now, Bernard, David McKee	Where the Wild Things Are, Maurice Sendak	The Jolly Postman , Janet and Alan Ahlberg	I Want My Hat Back, Jon Klassen	The Cat in the Hat, Dr Seuss		Meg and Mog, Helen Nicholl	Would you Rather, John Burningham	Princess Smartypants, Babette Cole	I Want My Potty, Tony Ross
Poetry recital	Row, Row, Row Your Boat (traditional)											
Maths	Number: Place Value (within 20)			Number: Addition & Subtraction (within 20)			Number: Place Value (within 50)		Measurement: Length and Height		Measurement: Weight and Volume	
R.E. - Catholic	Local Church – Special people				Eucharist – Meals		Eucharist – Meals		Lent/Easter – most important festival			
Visits / Visitors	Computing: Visitor from Camden Learning Centre (CLC), 'Programming- introduction to animation' workshop <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a>						Science: Visit to Hampstead Heath, Plant Detectives workshop <a href="https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx">https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx</a> Parliament Hill Fields, Gospel Oak, London NW5 1LT					
Science	Everyday Materials We are learning to identify and name a variety of everyday materials – wood, plastic, metal	Everyday Materials We are learning to identify and name a variety of everyday materials - rock, brick, glass	Everyday Materials We are learning to identify and name paper in a variety of form	Everyday Materials We are learning to identify a variety of fabrics	Seasonal Change 4 We are learning to observe, describe and compare the changing seasons	Seasonal Change 5 We are learning to describe the weather and how it varies at different seasons of the year	Everyday Materials We are learning to recognise that most objects are made from more than one material		Everyday Materials We are learning to describe how the same type of object can be made using different materials	Everyday Materials We are learning to identify and describe the physical properties of a selection of materials	Everyday Materials We are learning to investigate the stretchiness and flexibility of selected materials	Everyday Materials We are learning to explore the properties of absorbency and waterproofing

					of the year							
<b>History</b> Changes within living memory - <i>Shopping</i>	We are learning to know the time and place of shopping through time	We are learning to understand how what shops looked like has changed through time	We are learning to understand how people being served in shops has changed through time	We are learning to understand how deliveries of food has changed over time	We are learning to understand how food has changed over time	We are learning to explain similarities and differences in shopping over time		Taught in 1 <sup>st</sup> half of term				
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term							We are learning about the different types of weather in the UK	We are learning how to record weather	We are learning about extreme weather	We are learning about seasons	We are learning to find out where the coldest and hottest parts of the world are
<b>Art and design</b>	<b>Sculpture (Chinese New Year)</b> We are learning to investigate three-dimensional shapes used in Chinese New Year celebrations	We are learning to investigate three-dimensional shapes used in Chinese New Year celebrations	We are learning to design a sculpture.	We are learning to construct a former using papier mâché.	We are learning to model form.			<b>Printing (Printing in Clay and on Paper)</b> We are learning to hand print in clay.	We are learning to finger print on paper.	We are learning to print objects in clay.	We are learning to print on paper and use paste to print.	We are learning to print using blocks.
<b>DT</b>	Mechanical Systems (Fire Engines)											
<b>PE</b>	Gymnastics Unit 1 and unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )							Dance Unit 1, unit 2 and unit 3 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )				
<b>PSHCE in addition to weekly lesson</b>	Whole School Project Week- Keeping Safe Studies											

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PSHCE- Weekly lesson	To identify the qualities of a good friend (Caring friendship s)	To explain the importanc e of complime nts (Caring friendship s)	To recognise positive qualities in themselv s. (Respectf ul relationshi ps)	To recognise achievem ents (Caring friendship s)	To identify the qualities of a good friend. (Caring friendship s)	To be able to identify different behaviour s which might be bullying. (Respectf ul relationshi ps) (Mental wellbeing)		Taught in 1 <sup>st</sup> half of term									
Computi ng	Taught in 2 <sup>nd</sup> half of term							To identify and use technology		To develop mouse skills		To use a computer keyboard		To develop keyboard skills		To use a computer responsibly	
Spanish	Shapes	Shapes and Colours	Days of the week	Days of the week	Retrieval Practice	Retrieval Practice		Our Bodies	Our Bodies	Our Face	Numbers 1- 10	Retrieval Practice	Easter Celebration				
Music Spring 1: Unit 3 Rhythm  Spring 2: Unit 4 Pitch	Unit 3 Rhythm vs pulse	Rhythms	Rhythm symbols and patterns	Rhythm notation	Reading and writing rhythmic notation	Improvisi ng rhythms		Unit 4 What is pitch?	Combine:  Lesson 2: High Sounds  Lesson 3: Low sounds	Following the pitch	Changing the pitch	Creating high and low sounds					
Food Tech	Flatbreads with tomato topping																

# Catholic Partnership Curriculum Map Y1 Curriculum Map

## Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Comp	Author study Quentin Blake		Narrative - Fantasy Where the Wild Things Are (Maurice Sendak)			Whole School Project Week	Poetry The Puffin Book Of Fantastic First Poems (June Crebbin)		Non-Fiction Our Street – linked to Geography topic			
Phonics      Read   Write Inc													
Story Time	Dinosaurs and All That Rubbish, Michael Forman	Dear Mother Goose, Michael Rosen	Grandad's Island, Benji Davies	The Enormous Crocodile, Roald Dahl	Mr Majeika, Humphrey Carpenter			Lion at School and other stories, Philippa Pearce		The Hodgeheg, Dick King-Smith			
Poetry recital	We're Going on a Bear Hunt by Michael Rosen												
Maths	Number: Multiplication and Division			Number: Fractions		Geometry: position and direction		Number: Place value (within 100)		Measurement: Money	Measurement: Time		
R.E. - Catholic	Pentecost - Holidays/ Holy days				Reconciliation – Being Sorry					Islam	Universal Church - Neighbours		
Visits / Visitors	Science: Visitor from CRICK, 'What's in the bag?' workshop <a href="https://www.crick.ac.uk/partnerships/education-outreach">https://www.crick.ac.uk/partnerships/education-outreach</a> History: Visit out of school – local area walk to look at older homes (Victorian, Georgian) and newer homes (post-war and new builds)							Science: Visit - a Canal Boat Trip including local area walk					
Science	Seasonal Change/ Plants 6 We are learning to observe and describe seasonal change (Spring) Plant bean seeds	Animals, including humans We are learning to identify and name parts of our body (outside parts e.g. leg, knee, ankle)	Animals, including humans We are learning to identify and name parts of our body (inside parts e.g. heart)	Animals including humans We are learning to investigate our senses - smell	Animals including humans We are learning to describe, compare and group different edible materials by using the sense of taste	Animals including humans We are learning to identify, compare and group the sounds collected during a sound walk		Animals including humans We are learning to describe how our sense of touch helps us to learn about the world around us	Animals including humans We are learning to investigate our senses - sight	Plants We are learning to name wild and garden plants	Plants We are learning to investigate the growth of our bean seeds.	Seasonal Change 7/ Plants We are learning to observe and describe seasonal change (Summer)	
History Local History: Homes and schools where we live	We are learning to know the time and place of homes and schools in our local area	We are learning to identify older and newer homes	We are learning to identify older and newer homes in our local area (Local area walk)	We are learning to understand how the inside of homes have changed over time	We are learning to understand how our school has changed over time	We are learning to explain ways that homes and schools in our local area have		Taught in 1 <sup>st</sup> half of term					

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						changed over time		
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term							<div>We are learning to understand that homes give us warmth and shelter</div> <div>We are learning what it is like to live in a village</div> <div>We are learning to explore our local streets</div> <div>We are learning how to use maps and what they are for</div> <div>We are learning to use compass directions</div> <div>We are learning to create a simple map</div>
<b>Art and design</b>	<b>Collage and Textiles (Materials and their Properties)</b> We are learning to explore materials.	We are learning to sort and describe materials.	We are learning to understand where wool comes from.	We are learning to explore fabric.	We are learning to make a collage			<div><b>Digital Media (Drawing Digital Pictures)</b> We are learning to mark-make using computers.</div> <div>We are learning to explore shape, colour and pattern using computers.</div> <div>We are learning to explore surface texture.</div> <div>We are learning to use music to inspire our art.</div> <div>We are learning to respond to the work of an artist.</div>
<b>DT</b>	Structures (Wacky Windmills)							
<b>PE</b>	Hit, catch , run unit 1 and unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )							Run Jump Throw Unit 1 and 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )
<b>PSHCE</b>	Taught in 2 <sup>nd</sup> half of term							<div><b>RHSE</b> KS1, Module 1, Unit 3, Session 1 Feelings, likes and dislikes (TT)</div> <div><b>RHSE</b> KS1, Module 1, Unit 3, Session 3 Super Susie gets angry (TT)</div> <div><b>RHSE</b> KS1, Module 1, Unit 2, Session 3 &amp; 4 Clean and Healthy (Slides 9-12 only) (TT)</div> <div><b>RHSE</b> KS1, Module 2, Unit 2, Session 1 Special People (TT)</div> <div><b>RHSE</b> KS1, Module 1, Unit 4, Session 1 The Cycle of Life (TT)</div>
<b>Computing</b>	<b>Programming a moving robot.</b> To explain what a given command will do.	To act out a given word.	To combine forwards and backwards commands to make a sequence.	To combine four direction commands to make sequences.	To plan a simple program.	To find more than one solution to a problem.		CLC Visit

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Spanish	Food	Food	Food	The Weather	The Weather	Retrieval Practice		Family	Family	Feelings	Feelings	Retrieval Practice	Retrieval Practice
Music Summer 1: Unit 5 Contrasts  Summer 6: Unit 6 Musical devices	Unit 5 Rhythm	Pitch	Dynamics	Articulation	Melody	Timbre		Unit 6 Conjunct melodies	Disjunct melodies	Imitation	Sequence	Riffs	
Food Tech	Potato Salad												

# Catholic Partnership Curriculum Map Y2 Curriculum Map Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Narrative Unit The Tiger Who Came To Tea (Judith Kerr)			Poetry The Works (Paul Cookson)		Non-Fiction Non chronological report (living things and their habitats)	Whole School Project Week	Non-Fiction Non chronological report	Narrative Traction Man is Here (Mini Grey)		Comp Nativity rehearsals		
Phonics	Read Write Inc												
Story Time	Amazing Grace, Mary Hoffman		The Sheep Pig, Dick King-Smith			The True Story of the Three Little Pigs, Jon Scieszka		A Bear Called Paddington, Michael Bond		Astrix the Gaul, Renné Goscinny			
Poetry recital	Leap Like a Leopard by John Foster												
Maths	Number: Place value				Number: Addition & subtraction			Number: Addition & subtraction		Geometry: Shape			
R.E. - Catholic	Domestic Church - Beginnings				Baptism/Confirmation - Signs and Symbols Visit to the local parish church to learn more about Baptism			Judaism	Advent/Christmas - Preparing				
Visits / Visitors	Science: Visit to Hampstead Heath, ‘Heath Beasts’ workshop <a href="https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx">https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx</a> Parliament Hill Fields, Gospel Oak, London NW5 1LT Visit the Jewish Museum/ Jewish visitor workshop from Judaism for Schools							History: Visitor in school from History Off the Page, ‘Great Fire of London’ workshop <a href="https://www.historyoffthepage.co.uk/courses/great-fire-london/">https://www.historyoffthepage.co.uk/courses/great-fire-london/</a> Science: Visitor in school from Francis Crick institute ‘Journey of the Germ workshop’ <a href="https://www.crick.ac.uk/partnerships/education-outreach/">https://www.crick.ac.uk/partnerships/education-outreach/</a>					
Science	Plants We are learning to identify and compare different seeds.	Plants We are learning to ask questions about how plants grow.	Plants We are learning to observe how seeds germinate	Plants We are learning to describe how seeds germinate	Plants We are learning to perform a simple test to find out what plants need to stay healthy	Plants We are learning to use our observations to explain what plants need to stay healthy		Living things and their habitats We are learning to identify ways in which living things are	Living things and their habitats We are learning to investigate a habitat and how animals	Living things and their habitats We are learning to describe a food chains	Living things and their habitats We are learning to describe how plants and animals in a habitat depend on each other.	Living things and their habitats We are learning to explore the differences between things that are living, dead, and things that have never been alive	



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PSHCE- weekly lesson	To understand the benefits of eating at least 5 portions of fruit and vegetables (Healthy Eating)	To learn why medicines are taken (Drugs, alcohol and tobacco)	To learn where medicines come from (Drugs, alcohol and tobacco)	To identify what bullying is and how it makes people feel. (Respectful relationships)	To understand conflict and explain what to do when conflict arises. (Caring Friendships)	To know about different types of families. (Families and people who care for me)		Taught in 1 <sup>st</sup> half of term					
Computing	Taught in 2 <sup>nd</sup> half of term							Computing systems and networks – IT around us To recognise the uses and features of information technology.	To identify information technology in the home.	To identify information technology beyond school.	To explain how information technology benefits us.	To show how to use information technology safely.	To recognise that choices are made when using information technology.
Spanish	Phonics	Greetings	Feelings	Numbers 1-12	All about Me	Retrieval Practice		Colours	Shapes	Shapes and Colours	Animals	Animals	Christmas
Music Autumn: Unit 7 Pulse and metre	Understanding pulse		Creating simple patterns		Understanding how sound is represented by symbols			Physicalising pulse in different ways		Maintaining pulse and identifying strong beats		How many beats in a bar?	
Food Tech	Fruity Yoghurt Cups												

# Catholic Partnership Curriculum Map Y2 Curriculum Map Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Comp	Narrative The Princess and the White Bear King (Tanya Robyn Batt)			Non-Fiction Non-chronological report on Remarkable people from the past (linked to history)		Whole School Project Week	Recounts (relating to real life experience s)	Non-Fiction Instructions How to keep a plant alive (linked to science)		Narrative Unit Man on the Moon (Simon Bartram)		
Phonics	Read Write Inc							That rabbit belongs to Emily Brown, Cressida Cowell		Finn Family Moomintroll, Tove Jansson			
Story Time	The Queen’s Nose, Dick King-Smith			Clarice Bean, That’s Me, Lauren Child		The Story of Babar, Jean de Brunhoff							
Poetry recital	30 Days Has September (traditional)												
Maths	Measurement: Money		Number: Multiplication and Division					Number: Multiplication and Division		Measurement: Length and Height		Measurement: Mass, Capacity and Temperature	
R.E. - Catholic	Local Church – Books				Eucharist – Thanksgiving					Lent/Easter - Opportunities			
Visits / Visitors	History: Visit to the Florence Nightingale Museum: A visit with Miss Nightingale workshop <a href="https://www.florence-nightingale.co.uk/a-visit-with-miss-nightingale/">https://www.florence-nightingale.co.uk/a-visit-with-miss-nightingale/</a> PSHCE: Visitor-The London Fire Brigade Fire Safety workshop							Computing: Visitor in school from Camden Learning Centre (CLC), Programming- An introduction to quizzes’ workshop <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a>					
Science	Uses of Everyday Materials We are learning to describe objects, including naming the material from which	Uses of Everyday Materials We are learning to identify objects made of particular materials	Uses of Everyday Materials We are learning to explain if a material is a good choice for an object	Uses of Everyday Materials We are learning to explore the suitability of a material – fabric for dungarees	Uses of Everyday Materials We are learning to explain how the shapes of objects made from some materials can be changed.	Uses of Everyday Materials We are learning to invent creative and unusual uses for everyday materials		Animals, including humans We are learning to understand that animals have offspring and a life cycle (eggs, chicks)	Animals, including humans We are learning that animals have offspring which grow into adults (life cycle of a chicken)	Animals, including humans We are learning the needs of a human baby for survival	Animals, including humans We are learning to recognize the names of different animals’ offspring.	Animals, including humans We are learning to describe how different animals change as they grow.	

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	they are made					
<b>History</b> Famous women through history	We are learning to know the time and place of some famous women through history	We are learning to explain the changes that Florence Nightingale made to hospitals	We are learning to compare the lives and work of Mary Seacole and Florence Nightingale	We are learning to understand that Emmaline Pankhurst helped to win women the right to vote	We are learning to understand the huge contribution Marie Curie made to medicine	We are learning to explain how some famous women have influenced the world
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term					
<b>Art and design</b>	<b>Sculpture (Under the Sea)</b> We are learning to explore clay.	We are learning to model with clay.	We are learning to apply clay techniques.	We are learning to apply clay techniques.	We are learning to paint on clay sculptures	
<b>DT</b>	Structures (Kites)					
<b>PE</b>	Gymnastics Unit 1 and unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )					
<b>PSHCE in addition to weekly lesson</b>	Whole School Project Week-Keeping Safe Studies Visitor-The London Fire Brigade					
<b>PSHCE-Weekly lesson</b>	To explore gender stereotypes in careers. (Respectf	To explore how life is different around the world. (Respectf	To recognise how it feels to be proud of someone else.	To recognise and describe different feelings in themselves	To learn that feelings change and that not everyone	Learn about 'big' feelings and how to manage them.

Taught in 1 <sup>st</sup> half of term				
We are learning to understand what a continent is and locate the 7 continents	We are learning to use an atlas to locate the five oceans	We are learning to understand what the climate and landscape are like at the two poles	We are learning to understand what the climate and landscape is like around the equator	We are learning to write a report comparing different environments in the world
<b>Printing (Roller and Ink Techniques)</b> We are learning to print using our finger.	We are learning to use a roller to print.	We are learning to blend two colours of ink.	We are learning to polyprint with ballpoint markings.	We are learning to use objects to print.
Dance Unit 1 and unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )				
Taught in 1 <sup>st</sup> half of term				

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	ul relationships)	ul relationships)	(Respectul relationships)	s and others. (Mental wellbeing)	experienes the same feeling in the same situation. (Mental wellbeing)	(Mental wellbeing)							
Computing Programing - Robot algorithms	Taught in 2 <sup>nd</sup> half of term							To describe a series of instructions	To change the order of instructions	To predict the outcome of a program	To create and design an algorithm	To debug and algorithm	
Spanish	Retrieval Practice	Days of the Week	Months of the Year	Seasons	Family	Retrieval Practice		Our Bodies	Our Face	The School	Pencil Case	Retrieval Practice	Easter Celebrations
Music Spring: Unit 8 Tempo, Dynamics, Timbre	Identifying tempo		High and low sounds		Loud and soft sounds Identifying tempo			Different ways to use the voice		Different ways to use instruments			Instruments of the orchestra
Food Tech	Veggie Fajitas												

# Catholic Partnership Curriculum Map Y2 Curriculum Map

## Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Author Study Anthony Browne			SATS practice/ assessments			Whole School Project Week	Narrative - extended stories/ significant authors The Magic Finger (read before unit starts) George's Marvellous Medicine (Roald Dahl)			Poetry - Calligrams/ List poems The Works (Paul Cookson)		
Phonics	Read Write Inc												
Story Time	Diary of a Wimpy Kid, Jeff Kinney			Winnie the Pooh, A A Milne				The BFG, Roald Dahl			Pippi Longstocking, Astrid Lindgren		
Poetry recital	Summer Days by Anne English												
Maths	Number: Fractions			Measurement: time				Statistics			Geometry: Position and Direction		Consolidation
R.E. - Catholic	Pentecost - Spread the Word				Reconciliation - Rules				Islam Visitor to talk about Islam	Universal Church – Treasures			
Visits / Visitors	Science: Visit to Kew Gardens, 'Super spines and climbing vines: plants of the rainforest and desert' workshop <a href="https://www.kew.org/kew-gardens/school-visits">https://www.kew.org/kew-gardens/school-visits</a> Richmond, TW9 3AB Science: Visit from a dentist							Science: Visit to London Zoo, 'Hands on' or 'Lifecycles' workshops <a href="https://www.zsl.org/zsl-london-zoo/schools">https://www.zsl.org/zsl-london-zoo/schools</a> Outer Circle Regent's Park, London, NW1 4RY RE: Visitor in school to talk about Islam					
Science	Animals, including humans We are learning to explain that humans need good nutrition in order to grow/live well	Animals, including humans We are learning to recognise how often we should eat each type of food	Animals, including humans We are learning to explore the benefits of exercise	Animals, including humans We are learning to observe the effects of exercise and plan for regular exercise	Animals, including humans We are learning to describe how to keep our teeth clean	Animals, including humans We are learning to describe different ways to stay hygienic		Plants We are learning to research different seeds and bulbs	Plants We are learning to observe how plants grow	Plants We are learning how humans obtain food from plants	Plants We are learning to recognise what a plant needs to grow	Plants We are learning to understand that most living things are suited to the habitat in which they live	
History Significant International Achievements	We are learning to know the time and place of some Significant events in history	We are learning to explain the achievements of Martha Ricks	We are learning to explain the achievements of Bessie Coleman and Amelia Earhart	We are learning to explain the achievements of Christopher Columbus	We are learning to explain the achievements of Neil Armstrong	We are learning to compare the achievements of Christopher Columbus and Neil Armstrong.		Taught in 1 <sup>st</sup> half of term					

UPDATED 6.12.23

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Geography	Taught in 2 <sup>nd</sup> half of term							We are learning to locate Asia on a map	We are learning to locate Asia on a map	We are learning to use aerial photographs to recognise features.	We are learning about what life is like in an India village	We are learning about what life is like in an Indian city	We are learning to write a report about the geography of India
Art and design	Collage and Textiles (Nature Collages) We are learning to explore materials by making rubbings.	We are learning to explore fish through art.	We are learning to make a collage.	(Learning to Weave) We are learning to make a box-loom weave.				Digital Media (Expressive Portraits) We are learning to research and respond to artists' work.	We are learning to create an expressive portrait.	We are learning to modify an expressive portrait.	We are learning to create expressive portrait photographs.	We are learning to modify digital photographs	
DT	Mechanical Systems (Vehicles)												
PE	Send and Return Unit 1 and unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )							Run Jump Throw Unit 1 and unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )					
PSHCE	Taught in 2 <sup>nd</sup> half of term							RHSE KS1, Module 2, Unit 2, Session 2 Treat others well... (TT)	RHSE KS1, Module 2, Unit 2, Session 3 ...and say sorry (TT)	RHSE KS1, Module 1, Unit 2, Session 2 Girls and Boys (TT)	RHSE KS1, Module 2, Unit 3, Session 2 Good secrets and bad secrets (TT)	RHSE KS1, Module 2, Unit 3, Session 3 Physical Contact (TT)	
Computing	Creating Media-making music To say how music can make us feel.	To identify that there are patterns in music.	To describe how music can be used in different ways.	To show how music is made from a series of notes.	To create music for a purpose.	To review and refine our computer work.		Taught in 1 <sup>st</sup> half of term					
Spanish	Food	Food	Food	The Weather	The Weather	Retrieval Practice		Family	Family	Feelings	Feelings	The date (retrieval of days and months)	Summer Story

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<b>Music</b> <b>Summer:</b> <b>Unit 9</b> <b>Rhythm</b>	Finding the pulse	Finding the pulse in a song	Exploring the difference between pulse and rhythm		Using symbols to represent sounds	Recognising musical symbols	Composing a rhythm
<b>Food Tech</b>	Stuffed potato skins						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Comp	Narrative The Frog Prince Continued (Jon Scieszka)			Narrative Grace and Family (Mary Hoffman and Caroline Birch)		Whole School Project Week	Narrative Grace and Family	Narrative The Julian Stories (Ann Cameron) Comp		Poetry Hot Like Fire (Valerie Bloom)		
Destination Reader text	The Frog Prince Continued... By John Scieszka				Grace and Family (Mary Hoffman and Caroline Birch)			The Julian Stories (Ann Cameron)				Hot like fire By Valerie Bloom (Poetry)	
Story Time	The Ice Bear (Jackie Morris) Ariki and the Giant Shark (Nicola Davies) A Dollop of Ghee and a Pot of Wisdom (Chitra Soundar) Ada Twist, Scientist (Andrea Beaty)							My Funny Family (Chris Higgins) Classic Fairy Tales (Berlie Doherty) The Little Black Fish (Samad Behrangi)					
Poetry recital	In a Dark, Dark Wood (traditional –anon)												
Maths	Number: Place value			Number: Addition and Subtraction				Number: Addition and Subtraction		Number: Multiplication and Division			
R.E. - Catholic	Domestic church – Homes			Baptism/confirmation - Promises				Judaism Visitor from Judaism for Schools or visit The Jewish Museum		Advent – Visitors			
Visits / Visitors	Science: Visit to Natural History Museum, ‘Dino Scene Investigation’ workshop <a href="https://www.nhm.ac.uk/events/schools-dino-scene-investigation.html">https://www.nhm.ac.uk/events/schools-dino-scene-investigation.html</a> Cromwell Road, London, SW7 5BD History: History Off The Page company visit, ‘Early Man’ workshop <a href="http://www.historyoffthepage.co.uk">www.historyoffthepage.co.uk</a> Visit the Jewish Museum/ Jewish visitor workshop from Judaism for Schools							English: Visitor in school - Author visit – Valerie Bloom <a href="https://valeriebloom.co.uk/tag/school-visit/">https://valeriebloom.co.uk/tag/school-visit/</a>  Science: Visitor in school from Francis Crick institute, ‘Sounds like fun’ workshop <a href="https://www.crick.ac.uk/partnerships/education-outreach">https://www.crick.ac.uk/partnerships/education-outreach</a>					
Science	Rocks We are learning to describe and compare the properties of different rocks	Rocks We are learning to classify rocks using a key	Natural History Museum visit Rocks We are learning to set up a fair test to find out which rocks absorb water.	Rocks We are learning to investigate how rocks change over time	Rocks We are learning to identify different fossils and explain what they are	Rocks We are learning to describe how fossils are formed		Forces and Magnets We are learning to identify how things move	Forces and Magnets We are learning to investigate how air can make things move	Forces and Magnets We are learning to compare how things move on different surfaces.	Forces and Magnets We are learning to investigate which materials are magnetic	Forces and Magnets We are learning to understand how magnets attract or repel each other.	

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<b>History</b> Stone Age Britain	We are learning to know the time and place of the Stone Age in Britain	We are learning to understand what life was like in the Palaeolithic and Mesolithic periods (hunter gatherers)	We are learning to understand what life was like in the Neolithic period (tools and farming)	We are learning to understand what life was like in the Neolithic period (homes) <b>History Off The Page 'Early Man' workshop</b>	We are learning to understand what stone circles, henges and barrows might have been used for	We are learning to explain how life changed from the Old Stone Age to the New Stone Age		Taught in 1 <sup>st</sup> half of term					
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term							We are learning to understand what the surface of the Earth's surface is like.	We are learning to understand what the landscape is like in the British Isles	We are learning to understand where we find water on Earth	We are learning to understand how water is recorded on a map	We are learning to understand different climates	We are learning to understand what it is like living in hot and cold places.
<b>Art and design</b>	<b>Drawing (Key Skills and Techniques)</b> We are learning to draw a cartoon strip.	We are learning to create and draw using our imagination.	We are learning to draw our school buildings.	We are learning to design a seat.	We are learning to draw portraits in the style of Arcimboldo.			<b>Painting (Patterns)</b> We are learning to explore making different patterns.	We are learning to explore making patterns.	We are learning to create art using patterns and dots.	We are learning to contribute to a shared piece of art.		
<b>DT</b>	Mechanical Systems (Moving Monsters)												
<b>PE</b>	Invasion Games – Netball (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )							Invasion Games – Football (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )					
<b>PSHCE in addition to the weekly lesson</b>								Whole School Project Week-Equality Studies Anti-bullying week					
<b>PSHCE weekly lesson</b>	To understand what food groups make up meals. (Healthy Meals)	To explain how food choices can contribute to tooth decay. (Healthy Meals)	To learn about how feelings and emotions change and what helps people to feel good. (Mental wellbeing)	Learn about getting help, advice and support with feelings and emotions. (Mental wellbeing)	To develop an awareness and definition of bullying and unkindness. (Mental wellbeing)	To explore ways of resolving conflict. (Respectful relationships)		Taught in 1 <sup>st</sup> half of term					

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Computing	Taught in 2 <sup>nd</sup> half of term							Creating media: Desktop publishing To explain that animation is a sequence of drawings or photographs.	To relate animated movement with a sequence of images.	To plan an animation.	To identify the need to work consistently and carefully.	To review and improve an animation.	To evaluate the impact of adding other media to an animation.
Spanish	Greetings and Phonics	All about me	Colours	Numbers 1-31	Numbers 1-31	Retrieval Practice		Days of the Week	Months of the Year	The date	Seasons	Retrieval Practice	Christmas
Music  Autumn 1: Unit 1 Pulse and Metre 1  Autumn 2: Unit 2 Timbre 1	Unit 1 Understanding pulse and rhythm	Exploring 4 beats in a bar	Exploring 2 beats in a bar	Exploring 3 beats in a bar	Exploring 6 beats in a bar	Recognising time signatures		Unit 2 Body percussion basics	Exploring different sounds	Combine:  Lesson 3; Developing body percussion (Part 1)  Lesson 4: Developing body percussion (Part 2)	Composing a body percussion piece	Compose and perform your body percussion piece	
Food Tech	Tabbouleh Salad												

# Catholic Partnership Curriculum Map Y3 Curriculum Map

## Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Narrative Mufaro's Beautiful Daughters (John Steptoe)				Non-fiction Reports about changes from the Stone Age to the Bronze Age (linked to history)		Whole School Project Week	Non-fiction cont.	Narrative Aesop's Fables		Narrative creating stories Adventure/mystery stories Superheroes		
Destinati on Reader text	Mufaro's Beautiful Daughters (John Steptoe)				Stig of the Dump (Clive King)			Stig of the Dump cont.	Aesop's Fables				
Story Time	African Tales (Gcina Mhlophe) Charlotte's Web (E B White)							Arthur and the Golden Rope (Joe Todd-Stanton) How the Stars Came to Be (Poonam Mistry) Lob (Linda Newbery)					
Poetry recital	A Poem to be Spoken Silently by Pie Corbett												
Maths	Number: Multiplication and Division			Measurement: Length and Perimeter				Number: Fractions			Measurement: Mass and Capacity		
R.E. - Catholic	Local Church – Journeys				Eucharist – Listening Sharing			Lent/Easter – Giving All Visitor – priest in or church visit for Stations of the Cross					
Visits / Visitors	Self-guided prehistoric Britain tour at the British Museum, using published materials <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/visit-resource-prehistoric-britain">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/visit-resource-prehistoric-britain</a> OR Virtual Visit online workshop form the British Museum <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/virtual-visit-peek-prehistory">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/virtual-visit-peek-prehistory</a>							Computing: Visitor from Camden Learning Centre (CLC), 'Creating media – Animation' workshop <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a> Camden City Learning Centre, Charrington Street, London NW1 1RD  RE: Visit to church for Stations of the Cross					
Science	Light We are learning to explore how we need light to see things and why some things are easier to see than others	Light We are learning to investigate how light reflects off a mirror	Light We are learning to recognise that light from the sun can be dangerous and that there are ways to protect the eyes	Light We are learning to observe, describe and explain how shadows are formed	Light We are learning to observe, describe & explain how shadows size and shape can be changed	Light We are learning to observe, describe & explain how shadows size and shape can be changed		Animals including humans We are learning to identify the types of nutrition that humans need	Animals including humans We are learning to identify what different food groups humans need to stay healthy	Animals includin g humans We are learning to explain that humans and some animals have skeletons and muscles for support, protection	Animals including humans We are learning to explain that humans and some animals have skeletons and muscles for support, protection and movement	Animals including humans We are learning to identify how muscles help us to move.	

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**UPDATED 6.12.23**

	a vaccination, how the immune system functions and how they work to keep us healthy. (Health and Prevention)	a drug and that drugs (including medicines) can be harmful to people. (Drugs, alcohol and tobacco)	risks of smoking tobacco and second-hand smoke. (Drugs, alcohol and tobacco)	and challenge stereotyping about families. (Families and people who care for me)	a good friend (Caring friendships)	identity is and what makes everyone unique and special. (Respectful relationships)							
Computing	Taught in 2 <sup>nd</sup> half of term							How does a digital device work?	How do digital devices help us?	How am I connected?	How are computers connected?	What does our school network look like?	
Spanish	My Family	Animals	Our bodies	Clothes 1	Clothes 2	Retrieval Practice		The school	Pencil case	Classroom	Living in a city	Retrieval Practice	Easter Celebrations
Music Unit 3 Rhythm 1  Spring 2: Unit 4 Pitch	Unit 3 Understanding pulse and rhythm	Basic notation	Reading simple rhythms	Developing rhythm reading	Composing rhythms	Performing rhythms		Unit 4 What is pitch?	Combine:  Lesson 2: High sounds  Lesson 3: Low sounds	Low and high sounds	Following the pitch	Creating high and low sounds	
Food Tech	Tip-top Tuna Tarts												

# Catholic Partnership Curriculum Map Y3 Curriculum Map

## Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Non-fiction Ancient Egyptians (linked to history)				Author study – recounts The Twits (Roald Dahl)		Whole School Project Week	Author study cont.	Narrative - recounts Diary of a Killer Cat (Anne Fine)				
Destination Reader text	Non-fiction texts linked to Ancient Egyptians History unit				The Twits by Roald Dahl			The Twits cont.	Diary of a Killer Cat (Anne Fine)				
Story Time	Ronja the Robber's Daughter (Astrid Lindgren) Leon and the Place Between (Angela McAllister) The Real Boat (Marina Aromshtam)							Bill's New Frock (Anne Fine) The Day You Begin (Jacqueline Woodson)					
Poetry recital	On the Ning Nang Nong by Spike Milligan												
Maths	Number: Fractions		Measurement: Money		Measurement: Time			Measurment: Time	Geometry: Shape		Statistics		
R.E. - Catholic	Pentecost - Energy			Reconciliation - Choices				Visit Wintershall all The life of Christ	Islam		Universal Church - Special Places		
Visits / Visitors	History: Visit to the British Museum – Excavation in Egypt workshop <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/school-workshop-excavation-egypt">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/school-workshop-excavation-egypt</a>							RE: Visit Wintershall: The life of Christ <a href="https://www.wintershall.org.uk/life-christ-school-leaders">https://www.wintershall.org.uk/life-christ-school-leaders</a>					
Science	Plants We are learning to identify the different parts of a plant	Plants We are learning to explore what plants need to grow.	Plants We are learning to describe in detail the similarities and differences in a variety of roots, and to relate these to the function of roots	Plants We are learning to explain observations of water being transported in plants through the stem	Plants We are learning to make detailed observations of the similarities and differences in a variety of leaves, and relate these to the function of leaves	Plants We are learning to identify and compare parts of flowers and describe their functions		Plants We are learning to name the main stages of a flowering plant's life cycle	Plants We are learning to describe the process of insect pollination	Plants We are learning to explain methods of seed dispersal	Plants We are learning to create a dictionary of plant vocabulary	Plants We are learning to create a dictionary of plant vocabulary	
History Ancient Civilisations: Egypt	We are learning to know the time and place of the earliest civilisations	We are learning to explain why the River Nile was so	We are learning to understand the religious beliefs of	We are learning to understand how and why the	We are learning to understand how historians use	We are learning to explain some of the greatest		Taught in 1 <sup>st</sup> half of term					

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		important in Ancient Egypt	people in Ancient Egypt	pyramids were built	evidence make deductions	achievements of the Ancient Egyptians							
Geography	Taught in 2 <sup>nd</sup> half of term							We are learning to understand key features of Scotland	We are learning about the capital city of Edinburgh	We are learning about rural life in Scotland	We are learning to find the human and geographical features of South America	We are learning about human and geographical features of Chile	We are learning about the Galapagos Islands
Art and design	<b>Collage and Textiles (Stitching and Animal Collages)</b> We are learning to understand the significance of textiles in other cultures.	We are learning to stitch.		We are learning to make a collage.	We are learning to make collages out of newspaper.		<b>Digital Media (Exploring Digital Images)</b> We are learning to create a digital collage.	We are learning to alter images and explore scale and composition.	We are learning to alter images to create an original design based on traditional Greek art.	We are learning to alter images in the style of Andy Warhol.	We are learning to create a digital still-life collage.		
DT	Structures (Making Mini Greenhouses)												
PE	Athletics (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) Rounders (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )							Tennis (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )			Swimming – Intensive daily lessons		
PSHCE	Taught in 2 <sup>nd</sup> half of term							<b>RHSE</b> LKS2, Module 1, Unit 2, Session 1 We don't have to be the same (TT)	<b>RHSE</b> LKS2, Module 1, Unit 3, Session 1 What am I feeling? (TT)	<b>RHSE</b> LKS2, Module 1, Unit 3, Session 2 What am I looking at? (TT)	<b>RHSE</b> LKS2, Module 1, Unit 3, Session 3 I am thankful (TT)	<b>RHSE</b> LKS2, Module 2, Unit 2, Session 1 Friends, family and others (TT)	
Computing	<b>Programming : Sequencing sounds</b> To explore a new programming environment.	To identify that commands, have an outcome.	To explain that a program has a start.	To recognise that a sequence of commands can have an order.	To change the appearance of my project.	To create a project from a task description.		Taught in 1 <sup>st</sup> half of term					
Spanish	Weather	Weather	Food	Food	Food	Retrieval Practice		Ways of transportation	Ways of Transportation	Sports	Feelings	Summer	Retrieval Practice

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<b>Music</b> <b>Unit 5</b> <b>Texture</b>  Summer 2: <b>Unit 6</b> <b>Musical</b> <b>processes</b>	<b>Unit 5</b> Thin or rich textures	Monophonic texture	Homophonic texture	Polyphonic texture	Melody and Accompaniment	Mixing textures		<b>Unit 6</b> Ostinati - repeating patterns	Vocal ostinati - repeating patterns using our voices	Instrumental ostinati - ground bass	Introducing musical drones	Drones and pedal notes
<b>Food Tech</b>	Super Veggie Spring Rolls											

# Catholic Partnership Curriculum Map Y4 Curriculum Map

## Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English texts and genre	Narrative The Wolves in the Walls (Neil Gaiman)				Non-fiction – Explanations Animals including humans (linked to science)		Whole School Project Week	Non-fiction cont.	Narrative Tales Told in Tents (Sally Pomme Clayton)			
Destination Reader text	The Wolves in the Walls (Neil Gaiman)							Science topic books (living things)	Tales told in Tents (Short stories and poems from Central Asia)			
Story Time	One Dog and his Boy (Eva Ibbotson) Jemmy Button (Jennifer Uman) The Poet's Dog (Patricia MacLachlan)							The Boy at the Back of the Class (Onjali Q. Raúf) Moon Man (Tomi Ungerer)				
Poetry recital	Winter by Judith Nicholls											
Maths	Number: Place value				Number: Addition and Subtraction			Number: Addition and Subtraction	Measurement: Area	Number: Multiplication and Division		
R.E. - Catholic	Domestic Church – People Visit Westminster Cathedral <a href="http://www.westminstercathedral.org.uk/">http://www.westminstercathedral.org.uk/</a>				Baptism/Confirmation - Called			Judaism Visitor from Judaism for Schools or visit The Jewish Museum	Advent/Christmas - Gift			
Visits / Visitors	History: Visitor-History Off The Page company, ‘Ancient Greece’ <a href="http://www.historyoffthepage.co.uk">http://www.historyoffthepage.co.uk</a>  Visit Westminster Cathedral <a href="http://www.westminstercathedral.org.uk/">http://www.westminstercathedral.org.uk/</a>							Storytelling- The National Gallery <a href="https://www.nationalgallery.org.uk/learning/primary-schools/tours-and-storytelling">https://www.nationalgallery.org.uk/learning/primary-schools/tours-and-storytelling</a> Science: Visitor in school from Francis Crick institute, ‘Sounds like fun’ workshop <a href="https://www.crick.ac.uk/partnerships/education-outreach">https://www.crick.ac.uk/partnerships/education-outreach</a>				
Science	Animals including humans We are learning to explain where our food goes after it has been eaten	Animals including humans We are learning to identify the different teeth that humans have and what their functions are	Animals including humans We are learning to explain how food is broken down	Animals including humans We are learning to plan and conduct an investigation into the effectiveness of toothpaste	Animals including humans We are learning to research dental care and report our findings	Animals including humans We are learning to construct food chains and webs		Living things and their habitats We are learning to group and classify animals in different ways	Living things and their habitats We are learning to classify carnivores and herbivores based on their teeth	Living things and their habitats We are learning to understand what happens when food chains are broken.	Living things and their habitats We are learning to Understand the impact of habitat destruction in other parts of the world	Living things and their habitats We are learning to use classification keys to identify trees

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		conditions such as asthma. (Health and prevention)	alcohol and tobacco)	hands and that handwashin g can prevent the spread of infection. (Health and prevention)	and how to prevent this spread. (Health and prevention)	(Respectful relationship s)							
Computing	Taught in 2 <sup>nd</sup> half of term							Creating Media-Audio editing To identify that sound can be digitally recorded.	To use a digital device to record sound.	To explain that a digital recording is stored as a file.	To explain that audio can be changed through editing.	To show that different types of audio can be combine d and played together.	To evaluate editing choices made.
Spanish	Greetings and phonics	All about me	Colours	Numbers 1-50	Calendar	Seasons		The time	The time	Animals	Animals	Retrieval Practice	Christma s
Music Unit 7 Pulse and Metre 2	Understanding pulse and rhythm		Exploring 4 beats and 2 beats in a bar		Exploring 3 beats in a bar			Exploring 6 beats in a bar	Exploring 5 beats in a bar		Recognising time signatures		
Food Tech	Bruschetta												

# Catholic Partnership Curriculum Map Y4 Curriculum Map

## Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English texts and genre	Narrative I was a Rat! (Philip Pullman)				Poetry Creating images (a range of poetry anthologies)		Whole School Project Week	Narrative The Iron Man (Ted Hughes)				
Destination Reader text	I was a Rat! (Philip Pullman)				The Mousehole Cat (Antonia Barber)			The Iron Man (Ted Hughes)				
Story Time	Danny the Champion of the World (Roald Dahl) Planet Omar: Accidental Trouble Magnet (Zanib Mian)							The Eye of the Wolf (Daniel Pennac) The Fastest Boy in the World (Elizabeth Laird)				
Poetry recital	Don't Do That by Michael Rosen											
Maths	Number: Multiplication and Division			Measurement: Length and Perimeter	Number: Fractions			Number: Fractions		Number: Decimals		
R.E. - Catholic	Local Church – Community Visitor – a Priest in to talk about Community				Eucharist – Giving and Receiving					Lent/Easter – Self Discipline		
Visits / Visitors	Visit to the London Mithraeum On-site facilitated workshop <a href="https://www.londonmithraeum.com/schools/">https://www.londonmithraeum.com/schools/</a> Or if unavailable: Visit to the British Museum – School presentation How Roman was Roman Britain? <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/school-presentation-how-roman-was-roman-britain">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/school-presentation-how-roman-was-roman-britain</a>							Computing: Visitor from Camden Learning Centre (CLC), ‘Data and Information: Data logging’ workshop pad using Arduino Science journal app <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a>				
								RE: Visit to church for Stations of the Cross				
Science	States of matter We are learning to classify materials as solids, liquids or gases.	States of matter We are learning to investigate how temperature affects the rate at which ice melts.	States of matter We are learning to investigate how the temperature affects the rate of evaporation	States of matter We are learning to identify where and how condensation takes place.	States of matter We are learning to explore the role of evaporation and condensation in the water cycle	Living things We are learning to make observations of flowers that appear at different times of the year and to classify and identify them		Sound We are learning to identify how sounds are made	Sound We are learning to understand how sound travels	Sound We are learning to describe patterns of volume of sound and the vibrations that made it	Sound We are learning to measure how the loudness of a sound changes as the distance from the source increases	Sound We are learning to explore pitch and how it can be changed
History The Romans in Britain	We are learning to know the time and place of Roman Britain	We are learning to understand why the Romans wanted to invade Britain	We are learning to understand the challenges the Roman’s faced when	We are learning to know what a typical town in Roman Britain was like	We are learning to understand why roads were so important to Roman Britain	We are learning to explain the impact the Romans had on Britain		Taught in 1 <sup>st</sup> half of term				



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Spanish	My family	Animals	Our bodies	Clothes 1	Clothes 2	Retrieval Practice		The School	Around School	School subjects (instructions)	Around the house	Retrieval Practice	Easter Celebrations
Music Unit 8 Timbre 2	Exploring percussion		Home percussion		Body Percussion (Part 1)			Body Percussion (Part 2)		Beatboxing basics		Developing beatboxing	
Food Tech	Yogurt Fruit Smoothies												

# Catholic Partnership Curriculum Map Y4 Curriculum Map

## Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English texts and genre	Narrative Odysseus (Hugh Lupton, Daniel Morden, Christina Balit)				Poetry A year full of poems (Michael Harrison)		Whole School Project Week	Narrative The Lost Happy Endings (Caroline Duffy)			Non-Fiction – reports and explanation texts Volcanoes and Earthquakes	
Destination Reader text	Odysseus (Hugh Lupton, Daniel Morden, Christina Balit)				A Year Full of Poems by Michael Harrison & Christopher Stuart Clark			The Lost Happy Endings (Caroline Duffy)			Geography topic books	
Story Time	The Wild Robot (Peter Brown) The Borrowers (Mary Norton)							Emil and the Detectives (Erich Kästner) The Day of Ahmed's Secret (Florence Parry Heide) Tales of Hans Christian Andersen (Hans Christian Andersen)				
Poetry recital	The Wind by Christina Rossetti											
Maths	Number: Decimals		Measurement: Money		Measurement: Time			Geometry: Properties of Shape		Statistics	Geometry: Position and Direction	
R.E. - Catholic	Pentecost - New Life				Reconciliation - Building Bridges				Islam Visitor in to talk about Islam	Universal Church – God's People		
Visits / Visitors	Science: Visit to Hampstead Heath – ‘Classify that’ workshop <a href="https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx">https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx</a>  Computing: Visitor from Camden Learning Centre (CLC), ‘Repetition in games’ <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a>							English: Visitor, Young Shakespeare Company, ‘Midsummer Night’s Dream’ workshop <a href="https://youngshakespeare.org.uk/">https://youngshakespeare.org.uk/</a>  RE: Visitor – priest in or church visit to learn about liturgy				
Science	Living things and their habitats We are learning to recognise the changes in our local environment	Living things and their habitats We are learning to give examples of positive and negative ways in which humans change the environment	Living things and their habitats We are learning to research and present information about the impact of litter on animals	Living things and their habitats We are learning to describe environmental dangers to endangered species.	Living things and their habitats We are learning to identify seashore animals using a key	Living things and their habitats We are learning to recognise characteristic of some of the main invertebrate groups.		Electricity We are learning to classify electrical objects	Electricity We are learning to make and record electric circuits	Electricity We are learning to predict and test complete and incomplete circuits.	Electricity We are learning to describe what a switch does and how it works	Electricity We are learning to identify conductors and insulators

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<b>History</b> The Anglo Saxons in Britain	We are learning to know the time and place of Anglo Saxon Britain	We are learning to understand how the Anglo Saxons settled in Britain	We are learning to understand daily life in Anglo Saxon Britain	We are learning to understand the influence of Anglo Saxons on religious beliefs	We are learning to analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.	We are learning to explain who Alfred the Great was.		Taught in 1 <sup>st</sup> half of term						
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term							We are learning to locate Germany using an atlas	We are learning to understand the importance of the river Rhine	We are learning to understand and how land use has changed over time	We are learning to identify physical features of North America	We are learning about Canada	We are learning about the Rocky Mountains	
<b>Art and design</b>	<b>Collage and Textiles (Plants and Patterns)</b> We are learning to re-create the textures of the rainforest.	We are learning to work collaboratively to create a collage.		We are learning to investigate costume and textiles.	We are learning to decorate fabric.			<b>Digital Media (Layers)</b> We are learning to create a digital collage.	We are learning to alter images and explore scale and composition .	We are learning to alter images to create an original design based on traditional Greek art	We are learning to alter images in the style of Andy Warhol	We are learning to create a digital still-life collage.		
<b>DT</b>	Mechanical Systems (Storybooks)													
<b>PE</b>	Athletics (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) Cricket (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )							Tennis (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )						
<b>PSHCE</b>	Taught in 2 <sup>nd</sup> half of term							<b>RHSE</b> LKS2, Module 1, Unit 2, Session 3 What is	<b>RHSE</b> LKS2, Module 1, Unit 2, Session 4 Changing bodies (TT)	<b>RHSE</b> LKS2, Module 2, Unit 2, Session 2 When	<b>RHSE</b> LKS2, Module 2, Unit 3, Session 3 Physical	<b>RHSE</b> LKS2, Module 1, Unit 4, Session 1 Life Cycles (TT)		

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								puberty? (TT)		things feel bad (TT)	contact (TT)		
Computing	Programmi ng: repetition in shapes. To identify that accuracy in programmi ng is important.	To create a program in a text- based language.	To explain what 'repeat' means.	To modify a count- controlled loop to produce a given outcome.	To decompose a task into small steps.	To create a program that uses count- controlled loops to produce a given outcome.		Taught in 1 <sup>st</sup> half of term					
Spanish	The Weather	The Weather	Spain in the world	Food	Food	Retrieval Practice		Transpor t	Hobbies	Routines and times	Routines and times	How do you feel?	Retrieval Practice
Music Unit 9 Rhythm 2	Pulse and rhythm		Improvising rhythmic patterns		Improvising in a piece of music			Using call and response in Samba music		Improvising in a Samba style		Summarising your learning on improvising	
Food Tech	Cheeky Sandwich												

# Catholic Partnership Curriculum Map Y5 Curriculum Map

## Autumn Term

	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6		Week 7		Week 8		Week 9		Week 10		Week 11		Week 12	
English texts and genre	Narrative Narrative There's a Boy in the Girl's Bathroom (Louis Sachar)												Poetry I had a Little Cat (Charles Causley)											
Destination Reader text	There's a Boy in the Girl's Bathroom (Louis Sachar)												Poetry I had a Little Cat (Charles Causley)											
Story Time	Tall Story (Candy Gourlay) The Weight of Water (Sarah Crossan)																							
Poetry recital	A Liking for the Viking by Celia Warren																							
Maths	Number: Place value						Number: Addition and Subtraction						Number: Multiplication and Division											
R.E. - Catholic	Domestic Church – Ourselves Visit to Westminster Abbey or St Paul's Cathedral <a href="https://www.westminster-abbey.org/learning">https://www.westminster-abbey.org/learning</a>												Baptism/Confirmation – Life Choices											
Visits / Visitors	History: Visitor in school -History Off the page Company, 'The Vikings' <a href="http://www.historyoffthepage.co.uk">http://www.historyoffthepage.co.uk</a> Science: Visit to the CRICK Institute, 'chemical changes' workshop <a href="https://www.crick.ac.uk/partnerships/education-outreach">https://www.crick.ac.uk/partnerships/education-outreach</a>																							
Science	Properties and changes of materials We are learning to group materials according to their properties		Properties and changes of materials We are learning to investigate which materials are thermal insulators and which are thermal conductors		Properties and changes of materials We are learning to identify the properties of different metals and explain what they can be used for.		Properties and changes of materials We are learning to conduct a comparative test to find out which material is best for picnic plates		Properties and changes of materials We are learning to observe which solids will dissolve in liquid		Properties and changes of materials We are learning to explain the processes of evaporation and condensation.		Properties and changes of materials We are learning to investigate variables that affect the rate at which sugar and salt dissolve		Properties and changes of materials We are learning to investigate how to purify a mixture		Properties and changes of materials We are learning to recognise which changes in materials are reversible and non-reversible		Properties and changes of materials We are learning to explore the changes involved in a candle burning		Properties and changes of materials We are learning to investigate the conditions required for iron to rust			
History	We are learning		We are learning		We are learning to analyse historical sources.		We are learning		We are learning to		We are learning to		Taught in 1 <sup>st</sup> half of term											

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The Viking and Anglo Saxon struggle for England	to know the time and place of the Viking invasion and settlement in Britain	to understand why the Vikings came to Britain	<b>History: Visitor-History Off the page Company, 'The Vikings'</b> <a href="http://www.historyoffthepage.co.uk">http://www.historyoffthepage.co.uk</a>	to explain why Alfred the Great was important for the Anglo-Saxon struggle for Britain	explain how the Anglo-Saxons and Vikings struggled for Britain.	explain how the Anglo-Saxons and Vikings struggled for Britain.						
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term											
<b>Art and design</b>	<b>Drawing (Skills and Techniques)</b> We are learning to draw in 3D.	We are learning to draw house from the past and present.	We are learning to learn techniques for drawing trees.	We are learning to draw a countryside landscape.	We are learning to draw portraits in different styles and compare them.		<b>Painting (Flowers)</b> We are learning to explore the use of flowers in art. We are learning petal painting techniques.	We are learning to practice painting skills using a variety of tools and techniques.	We are learning to draw and paint from observation	We are learning to paint using our imagination	We are learning to reproduce a well-known painting.	
<b>DT</b>	Mechanical Systems (Moving Toys)											
<b>PE</b>	Invasion Games – Netball (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )											
<b>PSHCE in addition to weekly lesson</b>							Invasion Games – Football (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) Whole School Project Week-Equality Studies Anti-bullying week Workshop-Modern day slavery Workshop-Anti radicalisation Careers-World of Work- Camden conference					

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PSHCE weekly lesson	To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living. (Health and prevention)	To understand gender stereotypes. (Respectful relationships )	To learn how to talk about mental health and wellbeing, who can help us and how to ask for help. (Mental wellbeing)	To explore how and why people are excluded. (Mental wellbeing)	To explore the concept of fairness and how people decide what is fair and unfair. (Respectful relationships )	To explore migration. (Families and people who care for me)		Taught in 1 <sup>st</sup> half of term					
Computing	Taught in 2 <sup>nd</sup> half of term							Creating Media-Vector drawing – Oak video lessons To identify that drawing tools can be used to produce different outcomes.	To create a vector drawing by combining shapes.	To use tools to achieve a desired effect.	To recognise that vector drawings, consist of layers.	To group objects to make them easier to work with.	To evaluate my vector drawing.
Spanish	Greeting and phonics	All about me	Colours	Numbers 1-100	Colours and numbers	Retrieval Practice		Story	Story	Sports	Hobbies	Shopping	Christmas
Music Autumn 1: Unit 10 Duration  Autumn 2: Unit 11 Timbre 3	Unit 10 To understand how to maintain the pulse using the voice and body	To understand the difference between on and off beats	To explore on and off beats in different musical styles	To understand syncopated rhythms	To explore ostinatos	To understand polyrhythms		Unit 11 To classify instruments	To imitate world percussion using sound sources in the home	To understand the role of percussion in programmatic music	To compose rhythmic ostinato patterns	To structure a piece of music	
Food Tech	Scones												

# Catholic Partnership Curriculum Map Y5 Curriculum Map

## Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Narrative Poems The Highway Man (Alfred Noyes)				Non-fiction - non-chronological reports History of London (linked to history)		Whole School Project Week	Non-fiction cont.	Narrative Kensuke's Kingdom (Michael Morpurgo)				
Destination Reader text	The Highway Man (Alfred Noyes)				History topic books				Kensuke's Kingdom (Michael Morpurgo)				
Story Time	The Sleeping Army (Francesca Simon) High Rise Mystery (Sharna Jackson)							A Wizard of Earthsea (Ursula Le Guin)					
Poetry recital	The Highway Man by Alfred Noyes												
Maths	Number: Multiplication and Division			Number: Fractions		Number: Decimals and percentages		Number: Decimals and percentages		Measurement: Perimeter and Area		Statistics	
R.E. - Catholic	Local Church – Mission				Eucharist – Memorial Sacrifice			Lent/Easter – Sacrifice Visitor – priest in or church visit for Stations of the Cross					
Visits / Visitors	History: Visit to the Foundling Museum <a href="https://foundlingmuseum.org.uk">https://foundlingmuseum.org.uk</a> OR Visit to the Charles Dickens Museum – Explorer tour <a href="https://dickensmuseum.com/blogs/learning-key-stage-two/dickens-explorers">https://dickensmuseum.com/blogs/learning-key-stage-two/dickens-explorers</a>							Computing: Visit to Camden Learning Centre (CLC), ‘Programming – Selection in physical computing’ workshop <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a> Camden City Learning Centre, Charrington Street, London NW1 1RD Geography: Visit to Camden Local Studies and Archives Centre <a href="https://www.camden.gov.uk/about-the-local-studies-archives-centre">https://www.camden.gov.uk/about-the-local-studies-archives-centre</a> Holborn Library, 32-38 Theobalds Road, London, WC1X 8PA					
Science	Forces We are learning to measure (using appropriate units) friction between moving surfaces	Forces We are learning to use evidence to explain how objects fall through the air	Forces We are learning to test results about air resistance	Forces We are learning to measure the effects of water resistance	Forces We are learning to demonstrate how levers work	Forces We are learning to explain how pulleys and gears work		Living Things and their habitats We are learning to define what a mammal is and describe its life cycle	Living Things and their habitats We are learning to define an amphibian and describe its life cycle	Living Things and their habitats We are learning to define what insects are and describe the different types of life cycle, including the process of metamorphosis	Living Things and their habitats We are learning to define what a bird is and describe its life cycle		
History Changes to Britain	We are learning to know	We are to understand the difference	We are learning to understand	We are learning to	We are learning to understand	We are learning to understand		Taught in 1 <sup>st</sup> half of term					

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and London during the Industrial Revolution	the time and place of the Georgian and Victorian era <b>Visit to the Museum of London, 'Timeline London' guided walk and museum visit</b>	between life for the rich and poor in Victorian London	d the impact of the industrial revolution on London	understand the working conditions for children in Victorian London	d why people moved from rural areas to cities like London in the Victorian era	why people moved from rural areas to cities like London in the Victorian era
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term					
<b>Art and design</b>	<b>Sculpture (Abstract Sculptures)</b> We are learning to explore abstract art and the work of Kandinsky.	We are learning to make watercolour studies of Kandinsky's work.	We are learning to develop ideas for a sculpture.	We are learning to construct an abstract sculpture.	We are learning to add colour to a sculpture. We are learning to review and evaluate our own and each other's work.	
<b>DT</b>	Structures (Making African Instruments)					
<b>PE</b>	Gymnastics unit 1 and unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )					
<b>PSHCE in addition to</b>						

We are learning to understand how cities are changing	We are learning to understand how London has grown and changed over time.	We are learning to understand different types of industry	We are learning to understand what causes pollution and investigate clean energy in our area.	We are learning about renewable and non-renewable energy
<b>Printing (Exploring Surfaces)</b> We are learning to explore monotype printing.	We are learning to explore printing on a range of paper surfaces.	We are learning to make prints using the intaglio method.	We are learning to explore texture in print.	We are learning to bring our printing learning together to make our own original print.
Dance (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )			Swimming – Intensive daily lessons	
Whole School Project Week- Keeping Safe Week Camden-Crossing the road safely workshops Workshop-Growing Against Violence-Anti-gangs Workshop-Internet safety				

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weekly lesson													
PSHCE	To develop a sense of belonging. (Caring friendships )	To know how to deal with feelings in relationships. (Respectful relationships)	To know the difference between big and small feelings. (Mental wellbeing)	To explain the functions of nutrients and fibre. (Healthy eating)	To explain the reasons it is important to keep hydrated. (Healthy eating)	To identify and interpret information on food labels. (Healthy eating)		Taught in 1 <sup>st</sup> half of term					
Computing	Taught in 2 <sup>nd</sup> half of term							Computer Systems and us	Transferring information	Working together	Better working together	Shared working	
Spanish	Family – possessive determiners	Pets – Tener – (I have)	Our bodies	Clothes 1	Clothes 2	Retrieval Practice		School	Classroom (conversation)	Living in a city	Around my home	Retrieval Practice	Easter Celebrations
Music Unit 12 Rhythm 3  Spring 2: Unit 13 Tonality	Unit 3 To learn ostinato patterns inspired by West African drumming	To structure and perform a piece inspired by West African drumming	To understand how rhythmic cycles feature in Indian classical music	To perform a tũkdã in a rhythmic cycle	To explore key characteristics of Samba	To understand the different elements of a Samba performance		Unit 13 Recognising melody	Constructing and playing a melody using a scale	Melody and tonality	Spreading the news and telling a tale - the passing down of tunes in folk song	Renaissance and Baroque variations, opera arias and jazz scat - show off that melody!	
Food Tech	Vegetable Cous Cous												

# Catholic Partnership Curriculum Map Y5 Curriculum Map

## Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Narrative Street Child by Berlie Doherty			Non-fiction Newspaper reports linked to Street Child by Berlie Doherty		Non-fiction Living things (linked to science)	Whole School Project Week	Non-fiction cont.		Poetry Rainforests			
Destination Reader text	Street Child by Berlie Doherty			Newspaper reports		Science books linked to living things		Science books linked to living things		Unmentionable by Paul Jennings (short stories)			
Story Time	The Last Wild (Piers Torday) Rooftoppers (Katherine Rundell)							The Unforgotten Coat (Frank Cottrell Boyce) Alice's Adventures in Wonderland (Lewis Carroll)					
Poetry recital	The Listeners by Walter de la Mare												
Maths	Geometry: Shape			Geometry: Position and Direction		Number: Decimals		Number: Decimals		Number: Negative Numbers	Measurement: Converting units	Measurement: Volume	
R.E. - Catholic	Pentecost – Transformation				Reconciliation – Freedom and Responsibility					Islam	Universal Church – Stewardship		
Visits / Visitors	Art: Visit to The Victoria and Albert Museum <a href="https://www.vam.ac.uk/info/schools">https://www.vam.ac.uk/info/schools</a> Or DT: Visit to the Design Museum - Hands-on design workshop <a href="https://designmuseum.org/the-design-museum-campus/schools-and-colleges/hands-on-design-workshops">https://designmuseum.org/the-design-museum-campus/schools-and-colleges/hands-on-design-workshops</a>							Science and Geography: Visit to Royal Observatory Greenwich, 'Sun, Earth and Moon' workshop and 'Universe on your doorstep' Planetarium Show <a href="https://www.rmg.co.uk/schools-communities/schools/royal-observatory">https://www.rmg.co.uk/schools-communities/schools/royal-observatory</a> National Maritime Museum, Greenwich, London, SE10 9NF RE: Visitor in school to talk about Islam					
Science	Living Things and their habitats We are learning to describe the process of reproduction in many flowering plants	Living Things and their habitats We are learning to describe how plants can reproduce by creating new plants from parts of the parent plant rather than by producing seeds	Animals, including humans We are learning to explore the changes as humans develop to old age.	Animals, including humans We are learning to identify the changes experienced at puberty.	Earth and Space We are learning to describe the shapes, positions and movement of the planets in the solar system	Earth and Space We are learning to use a model to describe and compare the movements of different planets in space		Earth and Space We are learning to explain the effect of the Earth's rotation in space	Earth and Space We are learning to explain why sunrise and sunset occur at different moments in time in different parts of the world	Earth and Space We are learning to explain how the Earth's tilt leads to seasonal changes	Earth and Space Visit to Royal Observatory Greenwich, 'Sun, Earth and Moon' workshop and 'Universe on your doorstep' Planetarium Show	Earth and Space We are learning to identify the phases of the Moon and explain why these occur	

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<b>History</b> The Mayan Civilisation	We are learning to know the time and place of the Mayan civilisation	We are learning to describe traditional Maya way of life	We are learning to explain Mayan religious beliefs	We are learning to explain what Mayan discoveries tell us about Mayan civilisation	We are learning to explain the collapse of the Maya	We are learning to explain whether the Mayans were an advanced civilisation (comparison with Stone Age Britain)		Taught in 1 <sup>st</sup> half of term				
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term							We are learning to describe different landscapes in Africa	We are learning about the landscape in Kenya	We are learning how Kenya is changing	We are learning to locate key features of Wales and England	We are learning to use 6 figure grid references on a map.
<b>Art and design</b>	Collage and Textiles (Working with Wool) We are learning to explore ways to alter cloth.	We are learning to embroider.	We are learning to weave on a twig loom.	We are learning to mark-make with wools.	We are learning to mark-make with wools.			<b>Digital Media (Digital Towns)</b> We are learning to practice and apply digital image-manipulation techniques.	We are learning to use text in Pixlr.	We are learning to create art using printed digital media.	We are learning to edit digital images.	We are learning to consolidate skills and techniques for image editing.
<b>DT</b>	Electrical Systems (Alarms)											
<b>PE</b>	Athletics (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) Rounders (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )							Tennis (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )				
<b>PSHCE</b>	Taught in 2 <sup>nd</sup> half of term							<b>RHSE</b> UKS2, Module 1, Unit 3, Session 1 Body image (TT)	<b>RHSE</b> UKS2, Module 1, Unit 3, Session 3 Emotional changes (TT)	<b>RHSE</b> UKS2, Module 1, Unit 3, Session 4 Seeing stuff online (TT)	<b>RHSE</b> UKS2, Module 2, Unit 2, Session 1 Under pressure (TT)	<b>RHSE</b> UKS2, Module 1, Unit 4, Session 3 Menstruation (TT)
<b>Computing</b>	<b>Programming B-selection in quizzes</b> To explain how selection is used in	To relate that a conditional statement connects a condition to an outcome.	To explain how selection directs the flow of a program.	To design a program which uses selection.	To create a program which uses selection.	To evaluate my program.		Taught in 1 <sup>st</sup> half of term				

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	computer programs.												
Spanish	The Weather	Food	Food	Spanish in the World	Spanish Speaking Countries	Retrieval Practice		Ways of transport	Professio ns	Routines and time	Routines and time	Instrume nts / Music	Retrieval Practice
Music  Unit 14 Structure  Summer 2: Unit 15 Beat, pulse, rhythm, structure	Unit 14 Binary form	Ternary form	Sonata form	Sonata and rondo form	Rondo form	Musical structures recap		Unit 15 Exploring recitative and arias	Introducing Gamelan - a review of polyrhythms	Gamelan - interlocking melodies	Composing a gamelan ensemble piece	Graphical notation and Djembe rhythms	
Food Tech	Falafel Pittas												

# Catholic Partnership Curriculum Map Y6 Curriculum Map

## Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Narrative Skellig-David Almond						Whole School Project Week	Biographies Nelson Mandela/Barack Obama		Narrative (graphic novel) Mouse, Bird, Snake, Wolf – David Almond			
Destination Reader text	Skellig (David Almond)							Biographies Nelson Mandela/ Barack Obama		Mouse, Bird, Snake, Wolf – David Almond		Biographies Nelson Mandela/ Barack Obama	
Story time	If You Find This (Matthew Baker) A Story Like the Wind (Gill Lewis)							Stay Where You Are and Then Leave (John Boyne) Blackberry Blue (Jamila Gavin)					
Poetry recital	The Eagle by Alfred Lord Tennyson												
Maths	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division					Number: Fractions				Measurement: converting units	
R.E. - Catholic	Domestic Church - Loving			Baptism/Confirmation Vocation and Commitment				Judaism	Advent/Christmas – Expectation				
Visits / Visitors	History: Visit to the Imperial War Museum, ‘We Were There: Ask Questions About Conflict’ learning session <a href="https://www.iwm.org.uk/visits/iwm-london/schools/learning-sessions">https://www.iwm.org.uk/visits/iwm-london/schools/learning-sessions</a> Lambeth Rd, London, SE1 6HZ OR History: Visit to the Jewish Museum, ‘Every Object Tells a Story’ workshop <a href="https://jewishmuseum.org.uk/schools/asset/every-object-tells-story/">https://jewishmuseum.org.uk/schools/asset/every-object-tells-story/</a>							Science: Visitor, History Off the Page, ‘Y6 Science Revision Day’ Workshop <a href="https://www.historyoffthepage.co.uk/">https://www.historyoffthepage.co.uk/</a> Predators and Prey Workshop – visit RE: Visitor from Judaism for Schools					
Science	Living things and their habitats We are learning to describe and explain how scientists classify living organisms	Living things and their habitats We are learning to classify plants	Living things and their habitats We are learning to explore the classification of animals and recognise the main groups of vertebrates	Living things and their habitats We are learning to explore the classification of animals and recognise the main groups of invertebrates	Living things and their habitats We are learning to classify micro-organisms	Living things and their habitats We are learning to investigate the growth of micro-organisms		Evolution & inheritance We are learning to ask relevant question about evolution	Evolution & inheritance We are learning to recognise that fossils provide evidence of evolution	Evolution & inheritance We are learning to identify that living things produce offspring that are of the same kind but are not identical	Evolution & inheritance We are learning to research how plants are adapted to their environment	Evolution & inheritance We are learning to identify how animals are adapted to enable them to survive	
History	The impact of World War Two on London We are learning the time and place of World War Two	We are learning to explain the impact of evacuation during	We are learning to understand how the British government	We are learning to explain impact of the Blitz on London	We are learning explain the impact of World War Two on	We are learning explain the impact of World War Two on		Taught in 1 <sup>st</sup> half of term					

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		World War Two	and public managed shortages during World War Two Visit to the Imperial War Museum, 'We Were There: Ask Questions About Conflict' learning session	during World War Two	daily life in London	daily life in London								
Geography	Taught in 2 <sup>nd</sup> half of term								We are learning to understand how volcanos erupt	We are learning how landscapes are created	We are learning why clean water is so important	We are learning about micro climates	We are learning about different biomes	We are learning to understand how pollution is affecting the climate
Art and design	Drawing (Key Skills and Techniques) We are learning to draw pictorial maps.	We are learning to create a town-scape collage.	We are learning to draw people in action	We are learning to explore texture in natural forms.	We are learning to create an image featuring contrasting patterns and shapes.			Painting (Still Life) We are learning about still life paintings.	We are learning to create a still life composition	We are learning to explore colour and tone in painting.	We are learning to explore the effects of colour in painting.	We are learning to arrange and draw a still life composition		
DT	Structures (Building Bridges)													
PE	Invasion Games – bASKETBALL(The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )							Invasion Games – Football (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )						
PSHCE in addition to weekly lesson								Whole School Project Week- Equality Studies Anti-bullying week Workshop-Modern Day Slavery Workshop-Anti radicalisation Citizenship day-including using London transport safely						
PSHCE weekly lesson	To recap how to keep ourselves healthy. (Physical	To explain some of the health benefits of being active. (Physical	To learn about the risks associated with using different drugs,	To learn what is meant by privilege. (Respectful relationships)	To learn to identify and critically evaluate current hair beauty stereotypes	To learn about the different sources of health information and how		Taught in 1 <sup>st</sup> half of term						

UPDATED 6.12.23

	health and fitness)	health and fitness)	including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. (Drugs, alcohol and tobacco)		. (Respectful relationships)	we make informed decisions. (Health and prevention)							
Computing	Taught in 2 <sup>nd</sup> half of term							Creating media: webpage creation To review an existing website and consider its structure.	To plan the features of a web page.	To consider the ownership and use of images (copyright).	To recognise the need to preview pages.	To outline the need for a navigation path.	To recognise the implications of linking to content owned by other people.
Spanish	Greetings and phonics	All about me	Where do you live?	Numbers 1-1000	Calendar	Calendar		Sports	Hobbies and travel	Holiday hobbies	Story	Christmas	Christmas
Music Unit 16 Metre	To understand the difference between three and four time		To explore changes in metre		To explore compound time			To develop our understanding of compound time		To explore irregular metre		To develop our understanding of irregular metre	
Food Tech	Cheesy leek parcels												

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English texts and genre	Narrative Goodnight Mr Tom – Michelle Magorian						Whole School Project Week	Non-fiction Black and British by David Olusoga				Creative Writing Alma (short film)
Destination Reader text	Goodnight Mister Tom							Non-fiction Black and British by David Olusoga				
Story Time	Shakespeare Stories (Leon Garfield) The Other Side of Truth (Beverley Naidoo)							Arthur. The Seeing Stone (Kevin Crossley-Holland) Where the River Runs Gold (Sita Brahmachari)				
Poetry recital	The River by Valerie Bloom											
Maths	Number: Ratio		Number: Algebra		Number: Decimals			Number: Fractions, Decimals, and percentages		Measurement: Perimeter, area and Volume		Statistics
R.E. - Catholic	Local Church – Sources			Eucharist – Unity				Lent/Easter – Death and New Life Visitor – priest in or church visit for Stations of the Cross				
Visits / Visitors	History: Visitor History Off the Page – Homefront 1940s workshop <a href="https://www.historyoffthepage.co.uk/">https://www.historyoffthepage.co.uk/</a>  Theatre visit- West End Production							RE: Visit to church for Stations of the Cross  Computing: Visitor from Camden Learning Centre (CLC), ‘Creating Media – 3D modelling’ workshop <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a> Camden City Learning Centre, Charrington Street, London NW1 1RD				
Science	Animals, including humans We are learning to describe how the human circulatory system works	Animals, including humans We are learning to investigate and describe the main functions of the heart	Animals, including humans We are learning to explain how blood transports gases round the body	Animals, including humans We are learning to identify the contents of blood and describe their function	Animals, including humans We are learning to explain the function of valves, veins, arteries and capillaries in the human circulatory system	Animals, including humans We are learning to explain how water and nutrients are transported around the body		Animals, including humans We are learning to evaluate healthy eating guidance	Animals, including humans We are learning to investigate variables that affect pulse rate	Animals, including humans We are learning to identify and present the long-term effects on the body of drug use	Animals, including humans We are learning to describe the long-term effects on the body of smoking	
History	We are learning to know the	To understand the problems	To know and	To understand what life	To understand the changes to life in London	To understand the changes		Taught in 1 <sup>st</sup> half of term				

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London post World War 2	time and place of London post World War 2	Britain faced after World War 2	understand the difficulties faced by the Windrush settlers	what life was like in London during the 1950's	between the 1940's and 1950's.	to life in London between the 1940's and 1950's.					
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term										
<b>Art and design</b>	<b>Sculpture (Wire Figures)</b> We are learning to sketch figures in motion.	We are learning to sculpt with wire.	We are learning to construct an armature.	We are learning to model form.	We are learning to paint our sculptures. We are learning to review and evaluate our work.		<b>Printing (Victorian Patterns)</b> We are learning to explore Victorian patterns.	We are learning to design a motif for a pattern.	We are learning to print using a Victorian inspired pattern.	We are learning to select a colour scheme.	We are learning why areas should be conserved
<b>DT</b>	Electrical Systems (Fairground)										
<b>PE</b>	Gymnastics unit 1 and unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )						Dance (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )				
<b>PSHCE in addition to weekly lesson</b>							Whole School Project Week- Keeping Safe Studies Workshop- Growing against violence -Anti-gang work Workshop-Internet safety				
<b>PSHCE weekly lesson</b>	To learn about mental health; what it means and how we can take care of	To learn about how feelings and emotions are affected and can be managed at changing,	To identify different tactics someone might use to manipulate another person	To explain what to do if someone tries to pressure or manipulate them. (Online	To begin to identify risks and risky behaviour. (Being safe)	To learn the importance of good sleep. (Health and prevention)	Taught in 1 <sup>st</sup> half of term				

UPDATED 6.12.23

	it. (Mental wellbeing)	challenging or difficult times. (Mental wellbeing)	online. (Online relationships )										
Computing	Taught in 2 <sup>nd</sup> half of term							Searching the web	Selecting search results	How search results are ranked	How are searches influenced	Communicating responsibly	
Spanish	My family – possessive determinants	I have – pets / animals	Our bodies	Clothes 1	Clothes 2	Retrieval Practice		School	Pencil case	Around my home	My town	Retrieval Practice	Easter Celebrations
Music Unit 17 Harmony	To sing in canon		To explore chords		To explore bass lines			To explore singing in thirds		Learning how to harmonise		To develop a song through the use of harmony	
Food Tech	Royal Rice												

# Catholic Partnership Curriculum Map Y6 Curriculum Map

## Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Narrative poem The Lady of Shalott- Lord, Alfred Tennyson				Narrative Wonder- R.J. Palacio		Whole School Project Week	Narrative Wonder- R.J. Palacio (continued)				Speech writing	
Destination Reader text	The Lady of Shalott- Lord, Alfred Tennyson				Wonder – R.J. Palacio			Narrative Wonder- R.J. Palacio (continued)					
Story Time	Pig Heart Boy (Malorie Blackman) Secret Friends (Elizabeth Laird)							Journey to the River Sea (Eva Ibbotson) Where do you go, Birdy Jones? (Joanna Nadin)					
Poetry recital	The Witches extract from Macbeth by William Shakespeare												
Maths	Geometry: Properties of Shape			Geometry : position and direction	Consolidation, Investigations and preparations for KS3			Consolidation, Investigations and preparations for KS3					
R.E. - Catholic	Pentecost -Witnesses				Reconciliation - Healing			Islam-visitor in to talk about Islam		Universal Church – Common Good			
Visits / Visitors	PSHCE: Visit to Houses of Parliament ‘Adventurers tour of Parliament’ ( <a href="https://www.parliament.uk/education/">https://www.parliament.uk/education/</a> ) PSHCE: Visit to Camden Citizenship Conference  Computing: Visitor from Camden Learning Centre (CLC), ‘Programming B – Sensing (using BBC Microbit)’ workshop <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a> Camden City Learning Centre, Charrington Street, London NW1 1RD							Science / Geography: Visit to Kew Gardens, ‘KS2 Evolution and Adaption’ (science) OR ‘KS2 habitats: rainforest’ (geography) sessions <a href="https://www.kew.org/kew-gardens/school-visits/browse-sessions/key-stage-2">https://www.kew.org/kew-gardens/school-visits/browse-sessions/key-stage-2</a> Richmond, TW9 3AB PGL <a href="http://www.pgl.co.uk/en">http://www.pgl.co.uk/en</a> PGL Adventure Centre Liddington, Foxhill, Swindon, Wiltshire, SN4 0DZ					
Science	Light We are learning to explain how we see things.	Light We are learning to apply understanding of how light travels to explain how a periscope works	Light We are learning to understand that white light is made of many colours and these can be separated out	Light We are learning to identify the variables that affect the size of a shadow	Light We are learning to carry out a fair test to investigate shadow size	Light We are learning to design a shadow puppet show		Electricity We are learning to represent a simple circuit in a diagram and describe how it works	Electricity We are learning to use a switch in a simple electrical circuit, show it in a diagram and describe how it works	Electricit y We are learning to demonstra te the effects of changing the current flowing through componen ts in a circuit	Electricit y We are learning to demonstra te the effects of changing the current flowing through componen ts in a circuit	Electricit y We are learning to demonstra te how circuits can be represent ed in, and constructe d from, diagrams	

**UPDATED 6.12.23**

UPDATED 07/12/20

<b>History</b> Crime and Punishment	We are learning to know the time and place of crime and punishment in Britain	We are learning to understand crime and punishment in Medieval England (1000-1500AD) <i>Middle Ages Witches capital/corporal punishment/humiliation</i>	We are learning to understand crime and punishment in Early Modern Britain (1500-1600AD) <i>Tudors Religious crime, capital/corporal punishment/humiliation</i>	We are learning to understand crime and punishment in the Georgian Period (1700-1800AD) <i>The rise of highway robbery and the Bloody Code</i>	We are learning to understand crime and punishment in the Victorian Era (1800-1900) <i>Sir Robert Peele and the police force and prison reform</i>	We are learning to explain how punishment of crime in Britain has changed over time (1000AD – 1900AD)		Taught in 1 <sup>st</sup> half of term					
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term							We are learning about the Amazon region	We are learning what it is like to live in the rainforest and why it is so important	We are learning how to protect the rainforest	We are learning about the climate of South East Asia	We are learning how land use in Singapore has changed	We are learning how Singapore is planning for the future
<b>Art and design</b>	<b>Collage and Textiles (Manipulating Fabric and Collaborative Collages)</b> We are learning to explore ways to manipulate fabric.	We are learning to wave on a card loom.	We are learning sky and sea techniques using collage materials.	We are learning to work collaboratively to create a collage.				<b>Digital Media (Digital Collages)</b> We are learning to create a digital collage.	We are learning to create a collaborative collage.	We are learning to create and edit a digital collage background.	We are learning to create and edit a digital collage background.	We are learning to add text to a digital collage.	
<b>DT</b>	Structures (Bird House Builders)												
<b>PE</b>	Cricket (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) Athletics (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) OAA (residential)							Tennis (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )					
<b>PSHCE in addition to weekly lessons</b>													

**UPDATED 6.12.23**

PSHCE weekly lesson	Taught in 2 <sup>nd</sup> half of term							RHSE UKS2, Module 2, Unit 2, Session 2 Do you want a piece of cake (TT)	RHSE UKS2, Module 1, Unit 2, Session 2 2 Girls' bodies (TT)	RHSE UKS2, Module 1, Unit 2, Session 3 Boys' bodies (TT)	RHSE UKS2, Module 1, Unit 4, Session 1 Making babies (part 1) (TT)	RHSE UKS2, Module 1, Unit 4, Session 2 Making babies (part 2) (TT)	
Computing	Programmin g – Variables in games  To define a 'variable' as something that is changeable.	To explain why a variable is used in a program.	To choose how to improve a game by using variables.	To design a project that builds on a given example.	To use my design to create a project.	To evaluate my project.		Taught in 1 <sup>st</sup> half of term					
Spanish	Spain and other countries	Spanish Culture	Food	Food	The Weather	Retrieval Practice		Ways of transport	Spanish History	Routines and time	Routines and time-using adverbs	Professi ons	Retrieval Practice
Music Unit 18	Understanding syncopation		To layer syncopated rhythms		To read syncopated rhythms			To compose a syncopated rhythm		To perform using syncopated rhythms		To summarise our learning of syncopatio n	
Food Tech	Cheesy courgette muffins												