

Topic:		All About Me										Celebrations	
Role Play Areas		Continuous provision- Imaginary Play- Home Corner (inside) Continuous provision- Role play- Hairdressers/Barber shop and Builder's Construction Site (outside)											
		Week 1 & 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
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 – Birthdays Celebrations	- Diwali	Celebrations - Bonfire Night, Remembrance Day	Celebrations - Chinese New Year	Celebrations - Hanukkah	Celebrations - Christmas	
Core Books	Home Visits Admin & Prep Day Academic Review Day Phased starts	Ketchup On Your Cornflakes Dear Zoo	Titch Knuffle Bunny	Shark in the Park Shark in the Park on a Windy Day We're going on a bear hunt	Naughty bus Down by the station	Handa's Surprise	Platypus and the Birthday Party	Diwali information books and videos The Quiet Little Firework	Shark in the dark! Information books and videos	Lanterns and Firecrackers: A Chinese New Year story Goldy Luck and the Three Pandas	Hanukkah Bear	The Nativity Story Oh no! Shark in the Snow	
Nursery Rhymes BBC rhymes	Twinkle Twinkle	Heads, shoulders, knees and toes	Wind the bobbin up	Row, row, row your boat	The wheels on the bus	Jumbo Bwana	Pat-a-cake	5 little fireworks	10 in the bed	The crayon Poem by James Carter	Teddy Bear, Teddy Bear, turn around	Christmas Carols	
Personal, Social and Emotional	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	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.												

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<p>Dev.M observation checkpoint B-3-year olds.</p>	<p>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.</p>	
<p>Literacy – Reading and Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<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> <p>Phonics- environmental sounds, word reading (print carries meaning), rhyme, initial sounds</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. 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>	
<p>Mathematics</p>	<p>Daily - Maths songs, weather & 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 & weight. Continuous provision- sand, water and construction</p>	<p>Daily - Maths songs, weather & 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 & weight. Talk about and identify patterns. Continuous provision- sand, water and construction.</p>
<p>Core books</p>	<p>5 little ducks - Child's play Dear zoo by Rod Campbell The smartest Giant in Town by JD by Eileen Brown</p> <p>Handa's hen</p>	<p>One mole digging a hole by Julia Donaldson The Three Billy Goats Gruff When Frank was 4 by Alison Lester</p> <p>5 little men in a flying saucer – Child's play</p>
<p>Understanding the World</p>	<p>Ongoing- Festivals and celebration of the world, community & 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>	

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Core Books	<p>Ketchup on Your Cornflakes Titch Knuffle Bunny Shark in the Park Shark in the Park on a Windy Day We're going on a bear hunt Naughty Bus Down at the Station Dear Zoo Handa's Surprise</p>	<p>Platypus and the Birthday party The Diwali Story The Quiet Little Firework Shark in the Dark! Oh no! Shark in the Snow Goldy Luck and the Three Pandas Hanukkah Bear Lanterns and Firecrackers The Nativity Story</p>	
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
Physical Development Dev.M observation checkpoint B-3 year olds.	<p>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.</p>		
Expressive Arts & Design	<p>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) Artist focus – Paul Klee (shape and colour).</p>	<p>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. Artist focus: Piet Mondrian (colour and shape)</p>	
Computing	<p>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 programs-Busy Things, Posisson rouge, 2 paint a picture.</p>		
Music	<p>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)</p>		
R.E. - Catholic	Branch 1: Creation and Covenant		Branch 2: Prophecy and Promise
R.E - Anglican	Who made the wonderful world and why?		Why is Christmas special for Christians?

Catholic School Partnership

Nursery Curriculum Map Spring Term

Topic:		Traditional Tales										All Around Me	
Role Play Areas		Continuous provision- Imaginary Play - Shop (bakery, shoe shop), doctor surgery (inside) https://childrens.poetryarchive.org/explore/page/4/?form=241 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 that comes from the farm	Homes Materials and change	Making choices Conflict and resolution, teamwork	Water/ Boats	People who help us – School and wider community	Seasons and the Weather	Easter					
Woven throughout the term:													
Core Books	The Little Red Hen	The Gingerbread Man	The Three Little Pigs	Goldilocks and the Three Bears	The Three Billy Goats Gruff	Who Sank the Boat? by Pamela Allen	Whatever Next by Jill Murphy Non-fiction: Meet the planets by Caryl Hart	Rechenka’s Eggs by Patricia Polacco Tree: Seasons Come, Seasons Go by Patricia Hegarty	The Easter Story				
Nursery Rhymes BBC rhymes	Old Macdonald had a farm	I am the baker man	London Bridge is falling down	When Goldilocks went to the house of the bears	The goats came marching	The big ship sails on the alley alley oh	Zoom, Zoom Zoom	Hickory Dickory Dock	My Hat! By Tony Mitton	Mary, Mary quite contrary	Five currant buns		
Personal, Social and Emotional	<p>Ongoing- classroom routines and boundaries – Supported with visuals of children demonstrating that rule/routine.</p> <p>Reward systems: sticky labels with comments written.</p> <p>Developing intimate care routines + key person and extended to other familiar 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.</p> <p>Activities to develop relationships, making friends, sharing and turn taking, 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>Talking about their feelings using more elaborated ways like 'I'm happy because...', 'sad', 'angry' or 'worried because...'</p> <p>Support children to increase independence when selecting activities and resources.</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.</p>												
Communication and Language	<p>Ongoing- Speaking, listening and responding skills. Vocabulary linked to 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</p>												

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<p>Dev.M observation checkpoint 3&4 year olds.</p>	<p>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) 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. 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. Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read. Children to be encouraged to feel confident to talk about what is happening in their environment and give their own ideas.</p>	
<p>Literacy – Reading and Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<p>Class reading library with a selection of information, topic and choosing books. Selecting books and handling them with care. Core books & Longer stories that introduce interesting new vocabulary. Core books displayed in class library. 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 throughout the day. Use of books with just pictures to encourage conversations to develop understanding about what is happening. 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.</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, chinks 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>	
<p>Mathematics</p>	<p>Daily - Maths songs. Number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Fast recognition of up to 5 objects (subitising). Solve real world mathematical problems with numbers up to 5 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). Link numerals and amounts. Begin to make recognisable symbols to represent numbers. Explore 2D & 3D shapes circles, rectangles, triangles & cubes using own notation and mathematical language. Make comparisons between objects relating to size, length & weight. Talk about, identify and arrange patterns. Use spatial words in play 'in', 'on', 'under', 'up' and 'down'.</p>	<p>Daily - Maths songs. Number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Fast recognition of up to 5 objects (subitising). Solve real world mathematical problems with numbers up to 5 Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Link numerals and amounts showing the right number of objects to match the numeral. Begin to make recognisable symbols to represent numbers. Compare quantities using 'more than', 'fewer than'. Explore 2D & 3D shapes circles, rectangles, triangles, cubes and cuboids using mathematical language 'sides', 'corners'; 'straight flat & round.</p>

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	<p>Continuous provision- sand, water and construction. Cooking activities linked to Core books.</p>	<p>Make comparisons between objects relating to size, length & weight Talk about, identify and arrange patterns. Select shapes appropriately i.e. a triangular prism for a roof. Describe a familiar route using spatial words 'besides' and 'between'. Continuous provision- sand, water and construction. Cooking activities linked to core books.</p>
Core books	<p>1,2,3 to the zoo by Eric Carle 5 little ducks went swimming one day Biscuit Bear bears Duck in the Truck Kippers Toy box</p>	<p>Anno's counting book Goldilocks and the three Jack and the beanstalk The doorbell rang I spy numbers Where's my teddy? Anno's counting book</p>
Understanding the World	<p>Ongoing- Festivals and celebration of the world, community & culture- Winter, Spring, Chinese New Year, Valentine's Day, Mothering Sunday & Easter. Ongoing – Vocabulary and language focus linked to core books and children's child initiated explorations. Weekly – environment small world linked to the core book. Using their senses in hands-on exploration of natural materials. Explore natural materials indoor and outdoor of materials with similar and/or different textures. 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. Explore how things work using mechanical equipment. Continuous provision – Planting, growing seeds and caring for the natural environment. 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 readily available for children to explore.</p>	
Core Books	<p>In every house on every street by Jess Hitchman Let's build a house by Mick Manning Rosie's Walk by Pat Hutchins You Choose by Nick Sharratt The Little Red Hen The Gingerbread Man The Three Little Pigs Goldilocks and the Three Bears The Three Billy Goats Gruff</p>	<p>The Growing Story by Ruth Krauss National geographic: Weather People who help us series by Rebecca Hunter Acorn Bear The busy body book by Lizzie Rockwell Who Sank the Boat? by Pamela Allen Whatever Next by Jill Murphy The Gruffalo by Julia Donaldson Rechenka's Eggs by Patricia Polacco Tree: Seasons Come, Seasons Go by Patricia Hegarty The Easter Story</p>
Visits / Visitors	<p>Computing: Visitor from Camden Learning Centre (CLC) https://camdenlearning.org.uk/camden-city-learning-centre-clc/</p>	

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<p>Physical Development</p> <p>Dev.M observation checkpoint 3&4 year olds.</p>	<p>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.</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 & 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>	
<p>Expressive Arts & Design</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: Drawing skills – detailing body parts, emotions happy/sad</p> <p>Daily- Action Songs & 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 & 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>Artist focus - Wassily Kandinsky (colour mixing, line and shape.)</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 & 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 & 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>Artist focus: Claude Monet (flowers)</p>
<p>Computing</p>	<p>Children engage in computing activities in all areas across the EYFS curriculum.</p> <p>Basic keyboard and mouse skills. Programmable toys.</p> <p>Using the programmes- Espresso and Simple City.</p>	
<p>Music</p>	<p>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)</p>	
<p>R.E. - Catholic</p>	<p>Branch 3: Galilee to Jerusalem</p>	<p>Branch 4: Desert to Garden</p>

Catholic School Partnership Nursery Curriculum Map Summer Term

	Topic: Tell Me a Story						Living Things					
Role Play Areas	Continuous provision- Imaginary Play - (inside) Fruit and vegetable shop, vet, ice cream shop https://childrens.poetryarchive.org/explore/page/4/?form=241 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 – What animals lay eggs? Living Caterpillars		Minibeasts	Habitats and food chains	Day and Night	Duck/chicken life cycles (care for living things) Living eggs		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		Aaaarrgghh Spider! The Very Busy Spider +Non-fiction National Geographic: Minibeasts	Hungry Harry (Frogs) +Non-fiction	Owl Babies Above and Below (Harriet Evans) +Non-fiction	The Ugly Duckling/ Dora's Eggs +Non-fiction Chickens Aren't the Only Ones The Odd Egg		Leopard's Drum +Non-fiction	Clumsy Crab +Non-fiction	Harry and the Dinosaurs How to grow a dinosaur +Non-fiction
Nursery Rhymes BBC rhymes	Ring a Ring of Roses	Wiggly woo	There's a tiny caterpillar on a leaf	Splish, splash, splosh by James Carter	Incy wincy spider	Five little speckled frogs	Day and Night by Eric Carle	Five Little Ducks	Look at the sneaky crocodile	Down in the Jungle	One, two, three, four, five	Five Little Dinosaurs
Personal, Social and Emotional Dev.M observation checkpoint 3&4 year olds.	Ongoing- classroom routines and boundaries – Supported with visuals of children demonstrating that rule/routine. Children independently remember rules. Reward systems: sticky labels with comments written Developing intimate care routines + key person and extended to other familiar + unfamiliar 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, children have responsible classroom roles. 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." 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. In small groups children encouraged to safely explore emotions beyond their normal range such as the feeling fear or relief.											

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		<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 & guide. Cooking activities planned for relating to rhymes and book of the week. Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health. Dev. Matters observation checklist Birth-3/ 3&4 year olds.</p>
<p>Communication and Language</p> <p>Dev.M observation checkpoint 3&4 year olds.</p>		<p>Ongoing- Speaking, listening and responding skills. Vocabulary linked to core 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. Say multi- syllabic words – ‘hippopotamus’ or ‘pterodactyl’. Introduce words of the week - displayed on vocabulary wall (text and picture). Children encouraged to use words in context. Children start conversations with teachers and peers. Express an opinion. Use pronouns ‘me’, ‘him’, ‘she’, plurals & prepositions ‘in’. ‘on’, ‘under’. Children given at least 10 seconds processing time when responding to simple questions. ‘who’, ‘what’, ‘where’ and ‘why’ as appropriate. Ongoing-Supporting children to understand two part questions & instructions. Dev.M observation checkpoint 3&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...’ Ongoing-Puppets and small world relating to the core book of the week and topic. Role play areas inside (shops and vet) and outside (cafe and garden) Daily - days of the week and weather. Makaton practised for days of the week, weather, colours, 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. Daily celebration, children talk about the marks they make. Children to be encouraged to feel confident to talk about what is happening in their environment and give their own ideas.</p>
<p>Literacy – Reading and Comprehension</p> <p>Word Reading</p> <p>Writing</p>		<p>Class reading library with a selection of information, topic and choosing books. Selecting books and handling them with care. Core books & Longer stories that introduce interesting new vocabulary. Core books displayed in class library. 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 throughout the day. Adults and children tell long stories to each other based on familiar books. Use of books with just pictures to encourage extended conversations to develop understanding about what is happening. 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. 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 & 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. Adult to act as scribe for description of mark making. Daily- fine motor activities, handwriting activities. Free drawing & writing on their pictures using some letter knowledge. 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. Choosing independent mark making activities each day linked to core book of the week. Children to use IT to mix marks. Daily celebration of children’s writing from the writing basket. Class books created from visits.</p>
<p>Mathematics</p>	<p>Daily - Maths songs. Calculating the number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Maths vocabulary and visuals displayed. Fast recognition of up to 5 objects (subitising). Solve real world mathematical problems with numbers up to 5 Recite numbers past 5. Counting objects with one number for each item (1:1 correspondence). Changes in amount which involve hiding.</p>	<p>Daily - Maths songs. Calculating the number of the day, days of the week & date, visual time table, times of the day & sequence of the day. Fast recognition of up to 5 objects (subitising). Maths vocabulary and visuals displayed Simple mathematical challenges set in small groups with numbers up to 5 and past Recite numbers past 5.</p>

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	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Compare quantities using 'more than', 'fewer than'. Link numerals and amounts. Begin to make recognizable symbols to represent numbers. Explore 2D & 3D shapes circles, rectangles, triangles & cubes using mathematical language to about properties, sharp corner, pointy, curvy. Make comparisons between objects relating to size, length & weight. Talk about, extend and create patterns. Understand position through words alone for example 'off a path', 'down a drain.' 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.</p>		<p>Counting objects with one number for each item (1:1 correspondence). Changes in amount which involve hiding. Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Compare quantities using 'more than', 'fewer than'. Link numerals and amounts. Begin to make recognizable symbols to represent numbers. Explore 2D & 3D shapes circles, rectangles, triangles & cubes using mathematical language to about properties, sharp corner, pointy, curvy. Make comparisons between objects relating to size, length, weight & capacity Talk about, extend and create patterns. Correct an error in a repeating pattern. Understand position through words alone for example 'off a path', 'down a drain.' 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.</p>
Core books	<p>Kippers Toy box Room on the broom We're going on a bear hunt Shark in the park Rosie's walk The Gruffalo</p>		<p>The Very Hungry Caterpillar We're going on a bear hunt I spy numbers How do dinosaurs count to 10? What the ladybird heard?</p>
Understanding the World	<p>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. Butterfly life cycles (order caterpillars from Insect Lore) Duck or chicken life cycles (order eggs from Incredible Eggs) 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'.</p>		
Core Books	<p>The Very Hungry Caterpillar Minibeast non-fiction texts Life cycle non-fiction texts Chickens Aren't the Only Ones</p>		<p>By day and by night Eric Carle Good Day, Good Night by Margaret Wise brown National Geographic: Day & Night Duck/chicken life cycle non-fiction texts</p>
Visits / Visitors	<p>Computing: Visit to the Camden Learning Centre (CLC) https://camdenlearning.org.uk/camden-city-learning-centre-clc/</p>		<p>CL and UW Visit to Kentish Town City Farm https://camdenlearning.org.uk/camden-city-learning-centre-clc/</p>

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<p>Physical Development</p> <p>Dev.Matters observation check point 3&4 year olds</p>	<p>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.</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. Areas for performance: Children taught to remember sequences and patterns of movement.</p> <p>Large and small motor skills–Daily- dressing and undressing, eating habits. Supporting children to be Increasingly independent in making healthy choices.</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 & chalking on vertical surfaces (easels and walls), waving flags and streamers.</p> <p>Continuous provision using one- handed tools, dominant hand, developing a comfortable tripod grip holding pens and pencils.</p>	
<p>Expressive Arts & Design</p>	<p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods to express ideas. Use of more complex construction kits.</p> <p>Continuous provision- Messy play/soft dough activities, using their imagination.</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: Sustained Drawing skills – detailing body parts, range of emotions and movement.</p> <p>Daily- Action Songs & expression relating to topic.</p> <p>Weekly-Music skill sessions (Music Express)</p> <p>Explore a range of sound makers and instruments learning to improvise & play with control to express their ideas.</p> <p>Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape & learning entire songs) Performance to music. Chn learn simple sequence.</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>Artist focus: Giuseppe Arcimboldo (Fruit and vegetable pictures)</p>	<p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods to express ideas. Use of more complex construction kits.</p> <p>Continuous provision- Messy play/soft dough activities using their imagination.</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: Features of artists work across times and cultures</p> <p>Daily- Action Songs Action Songs & expression relating to topic.</p> <p>Weekly-Music skill sessions (Music Express)</p> <p>Explore a range of sound makers and instruments learning to improvise & play with control to express their ideas.</p> <p>Weekly-Singing session –Music teacher (listening to sound, pitch, tone, melody, melodic shape & learning entire songs) Performance to music. Chn learn simple sequence.</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>Artist focus: Vincent Van Gogh (Day and night + sunflowers)</p>
<p>Computing</p>	<p>Children engage in computing activities in all areas across the EYFS curriculum.</p> <p>Focus: Basic keyboard and mouse skills. Programmable toys.</p> <p>Using the programs- Purple Mash, PB Bears, Espresso.</p>	
<p>Music</p>	<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>	
<p>R.E. - Catholic</p>	<p>Branch 5: To the ends of the Earth</p>	<p>Branch 6: Dialogue and Encounter</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	Week 10	Week 11	Week 12	
Topic Focus	My unique child Parent Meeting	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	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	
Schools following Read, Write, Inc Reading & Comprehension	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 Reading practice – everyday groups reading with adults. Reading practice – 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.				
Word reading (Phonics)													
Schools following Little Wandle Reading & Comprehension	Speaking and listening focus. DfE Baseline Assessment of children upon entry LW Entry assessment		Children recognising their names Phase 2 Graphemes (Little Wandle Letters and Sounds Revised). Assess on week 7. Begin Reading Practice 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.						Phase 2 Graphemes (Little Wandle Letters and Sounds Revised) Reading Practice – everyday 5 groups reading with 5 adults. Reading Practice – Children’s books changed once a week and taken home daily. Begin Guided writing in groups daily Begin to know sounds to read, make and write CVC words. Homework- Children take home 1 sharing book 1 LW book.				
Word reading (Phonics)													
Nursery Rhymes www.wordsforlife.org.uk/songs https://childrens.poetryarchive.org/explore/page/4/?form=241	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)												

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<p>Personal, Social and Emotional</p> <p>Dev. Matters Observation checkpoint 3&4 year Children olds</p>	<p>Golden Rules and learning the rules in the school and classroom.</p> <p>Time tabled routines to promote overall health & wellbeing. Children supported at lunchtimes to support eating & healthy choices.</p>		<p>Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work.</p> <p>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.</p>			<p>Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work.</p> <p>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.</p>			
<p>Writing</p>	<p>Speaking and listening focus. Dfe Baseline Assessment</p>	<p>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</p>			<p>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</p>				
<p>Communication and language</p>	<p>Dev. Matters CL&U Observation checkpoint 3&4 year Children olds</p>	<p>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.</p>			<p>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.</p>				
<p>Mathematics White Rose Maths</p>	<p>Baseline assessment Settling in, introducing areas of provision. Number:</p>	<p>Positional language : Class routines, exploring</p>	<p>Number: Match and Sort and compare Amounts.</p>	<p>Number: Match and Sort and compare Amounts</p>	<p>Measures: shape and spatual thinking: Compare size,</p>	<p>Number: Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3</p>	<p>Measures: shape and spatual thinking: Circles triangles and</p>	<p>Number: Representing numbers to 5 One more and less</p>	<p>Measures: shape and spatual thinking: Shapes with 4 sides</p>

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	Counting objects, actions and sounds.	where things belong			Mass & capacity Exploring Pattern		Linking symbol with its cardinal number value Recording quantities dots tallies etc.	positional language.	Recording quantities dots tallies, no's etc.	Time
Core Maths books		Dear zoo Jez Alborough	The button box	Frog and toad a lost button by Arnold Lobel	A new house for Mouse by Petr Horacek		Duck in the truck by Jez Alborough Seaweed soup by Stewart J Murphy	Where's my teddy? By Jez Alborough	Monkey Puzzle Julia Donaldson KB	Bear in the Cave by 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 https://www.camden.gov.uk/libraries-local-studies School Nurse – Visit hygiene & oral health						V&A Museum of Childhood https://www.vam.ac.uk School Nurse – Visit hygiene & oral health Christmas Pantomime visits the school			
Physical Development	Dev. Matters Observation checkpoint 3&4 year Children olds	Gymnastics Unit 1 (The PE Hub lesson plans – Physical Literacy Unit 1 www.thepehub.co.uk) 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 – www.thepehub.co.uk) 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						Developing painting skills			

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	Self-Portraits Music							Collins snap science investigation: What happens when you mix it? Music				
Computing	<p>Continuous provision - Children use technology to explore, enhance, solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.</p> <p>Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP</p> <p>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.</p> <p>Programs & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic</p>							<p>Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.</p> <p>Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP</p> <p>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</p> <p>Vocabulary - Positional Language</p> <p>Programs & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic</p>				
R.E. - Catholic	Branch 1: Creation and Covenant							Branch 2: Prophecy and Promise				
Music Autumn 1: Unit 1 Pulse Autumn 2: Unit 2 Timbre	Unit 1 To understand pulse	Creating simple patterns	Understanding how sound is represented by symbols	Physicalising 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

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	Growing our own plants	Fruits and vegetables	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 Core Books	Poems & Rhymes Water National Geographic Non-Fiction texts	The coral Kingdom	2 Week Block Main text: The Rainbow Fish / Tiddler		Tadpoles promise			From seed to plant and Jasper's beanstalk	The Tiny Seed	The secrets of the vegetable garden and Handa's Surprise	The Easter story Plants amazing Science Planting a rainbow	
Schools following Read, Write, Inc Reading & Comprehension	Reading Practice – everyday groups reading with adults. Reading Practice – Children's books changed once a week Begin Guided writing in groups daily							RWI Assessment 3 reassessment for attainment groups Reading Practice – everyday groups reading with adults. Reading Practice – Children's books changed once a week Begin Guided writing in groups daily				
Word reading (Phonics)	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.							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. Core books displayed in the class library.				
Schools following Little Wandle Reading & Comprehension	Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression						Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression					
Word reading (Phonics)	Phonics: Phase 3 Graphemes (Little Wandle Letters and Sounds Revised) 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 and the Little Wandle book that they have been reading in RP – daily. Core books displayed in the class library.						Phonics: Phase 3 Graphemes (Little Wandle Letters and Sounds Revised) 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					

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<p>Nursery Rhymes www.wordsforlife.org.uk/songs https://childrens.poetryarchive.org/explore/page/4/?form=241</p>	<p>A sailor went to sea sea sea</p>	<p>Inside a shell by John Foster</p>	<p>One, two, three, four, five</p>	<p>Five little ducks</p>	<p>Five little speckled frogs</p>	<p>The Queen of Hearts</p>		<p>Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily.</p>				
<p>Poetry recital</p>	<p>Humpty Dumpty (traditional)</p>						<table border="1"> <tr> <td data-bbox="1357 161 1563 424"> <p>Five currant buns</p> </td> <td data-bbox="1563 161 1691 424"> <p>It's raining, it's pouring</p> </td> <td data-bbox="1691 161 1848 424"> <p>Ring a ring o' roses</p> </td> <td data-bbox="1848 161 2004 424"> <p>Mary had a Little Lamb</p> </td> <td data-bbox="2004 161 2163 424"> <p>There's a tiny caterpillar on a leaf</p> </td> </tr> </table>	<p>Five currant buns</p>	<p>It's raining, it's pouring</p>	<p>Ring a ring o' roses</p>	<p>Mary had a Little Lamb</p>	<p>There's a tiny caterpillar on a leaf</p>
<p>Five currant buns</p>	<p>It's raining, it's pouring</p>	<p>Ring a ring o' roses</p>	<p>Mary had a Little Lamb</p>	<p>There's a tiny caterpillar on a leaf</p>								
<p>Personal, Social and Emotional</p>	<p>Golden Rules and learning the rules in the school and classroom. Time tabled routines to promote overall health & wellbeing. Children supported at lunchtimes to support eating & healthy choices.</p>	<p>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. Activities to develop relationships/making friends/dealing with conflict/sharing.</p>					<p>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 and Zone of Regulation 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.</p>					
<p>Writing</p>	<p>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</p>						<p>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</p>					
<p>Communication and language</p>	<p>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.</p>						<p>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.</p>					

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<p>Mathematics White Rose Maths</p>	<p>Number: Introducing zero Comparing numbers to 5 Composition of 4&5</p>	<p>Measures: shape and spatual thinking: Compare Mass Compare capacity</p>	<p>Number: 6,7&8 Making Pairs Combinig 2 groups</p>	<p>Number 6,7&8 Making Pairs Combinig 2 groups</p>	<p>Measures: shape and spatual thinking: Length</p>		<p>Number: 9&10 Linking symbol with its cardinal number value Recording quantities dots tallies etc.</p>	<p>Measures: shape and spatual thinking: height and time.</p>	<p>Number: Comparin g numbers to 10. One more and less Recording quantities dots tallies, no's etc</p>	<p>. Number: Bonds to 10</p>	<p>3D shape pattern</p>
<p>Core Maths books</p>		<p>Room on the broom by Julia Donaldson Who sank the boat? By Pamela Allen</p>	<p>None the number</p>	<p>Frog and toad a lost button by Arnold Lobel</p>	<p>The enormous crocodile</p>	<p>I spy numbers Jean Marzello</p>	<p>The blue balloon by Mick inkoen</p>	<p>None the number</p>	<p>Frog and toad a lost button by Arnold Lobel</p>	<p>A beach for Albert</p>	
<p>Understanding the World</p>	<p>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'</p>					<p>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'</p>					
<p>Understanding the World Core Texts</p>	<p>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</p>					<p>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</p>					
<p>Visits / Visitors</p>	<p>UW and CL: Visit to The London Aquarium Sea Life https://www.visitsealife.com/london/ Computing: Visit to Camden Learning Centre (CLC) https://camdenlearning.org.uk/camden-city-learning-centre-clc/ Camden City Learning Centre, Charrington Street, London NW1 1RD</p>					<p>Choose from : Thegardencentrehttp://www.camdengardencentre.co.uk/ Local area walkshttps://www.camden.gov.uk/camden-health-walks Gray's inn walk gardens https://www.graysinn.org.uk/the-inn/the-</p>					

							estate/thewalks Wildlife and nature—Hampstead Heath https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/wildlife-and-nature/Pages/default.aspx	
Physical Development	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.	
Expressive Arts & Design	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.	
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 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. Programmes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, Navigating the web, National Geographic.	
R.E. - Catholic	Branch 3: Galilee to Jerusalem						Branch 4: Desert to Garden	
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	Improvising 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

Topic	Minibeasts						Week 7	Journeys and Transport				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		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
Schools following Read, Write, Inc Reading & Comprehension Word reading (Phonics)	RWI Assessment 4 reassessment for attainment groups Reading practice– everyday groups reading with adults. Reading practice – Children’s books changed once a week Guided writing in groups daily- Children practice longer pieces of writing 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 Reading practice– everyday groups reading with adults. Reading practice – Children’s books changed once a week Guided writing in groups daily-- Children practice longer pieces of writing 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.				
Schools following Little Wandle Reading & Comprehension Word reading (Phonics)	Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression Phonics: Phase 4 Graphemes (Little Wandle Letters and Sounds Revised) 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 and the Little Wandle book that they have been reading in RP – daily.							Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression Phonics: Phase 4 Graphemes (Little Wandle Letters and Sounds Revised) Read own writing. Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily.				
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		The wheels on the bus	Row row row your boat	Zoom zoom zoom	The Grand Old Duke of York	I am a music man

						London's burning						
Poetry recital	The Grand Old Duke of York (traditional)											
Personal, Social and Emotional	<p>Continue reinforcing Golden Rules and learning the rules in the school and classroom.</p> <p>Structured Time table & routines with flexibility for children to make independent choices.</p> <p>Children supported at lunchtimes to support eating & healthy choices.</p> <p>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.</p> <p>Self-Regulation- Self-help skills –using strategies to moderate their own and others feelings socially and emotionally. Zones of Regulation</p> <p>Rewarding children: smile chart, special mentions, head teacher's awards.</p> <p>Activities to develop relationships/making friends/dealing with conflict/sharing. –dialogic story time.</p>						<p>Continue reinforcing Golden Rules and learning the rules in the school and classroom.</p> <p>Structured Time table & routines with flexibility for children to make independent choices.</p> <p>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.</p> <p>Self-Regulation- Self-help skills –using strategies to moderate their own and others feelings socially and emotionally. Zones of Regulation</p> <p>High expectations for children following instructions, smile-chart, special mentions, head teacher's awards.</p> <p>Building and sustaining constructive & respectful relationships</p> <p>Dealing with conflict & sharing – Dialogic story time</p>					
Writing	Speaking and listening focus.	Dfe Baseline Assessment	<p>Fine motor skills and Pencil grip</p> <p>Children independently writing their full names</p> <p>Mark making and emergent writing relating to the focus book of the week.</p> <p>Phonics – Ditty complete a sentence 3x per week M-W Handwriting 2x per week. Th&F</p> <p>Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week.</p> <p>Choosing Independent activities each day linked to the core books of the week.</p> <p>Children write sentences with known sound-letter correspondences.</p> <p>Child initiated activity in The Hub – supports writing for a purpose.</p> <p>Celebration of children's independent writing at the end of each day</p>				<p>Fine motor skills and Pencil grip</p> <p>Alphabet and letter formation.</p> <p>Children independently writing their full names</p> <p>Phonics – Ditty complete a sentence 3x per week M-W Handwriting 2x per week. Th&F</p> <p>Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week.</p> <p>Choosing/Independent activities each day linked to core books of the week.</p> <p>Children write sentences with known sound-letter correspondences.</p> <p>Child initiated activity in The Hub – supports writing for a purpose.</p> <p>Celebration of children's independent writing at the end of each day</p>					
Communication and language	Dev. Matters CL&U Observation checkpoint 3&4 year Children olds	<p>Teachers continue to Promote and model active listening</p> <p>Expect social phrases Good morning, Good afternoon etc.</p> <p>New vocabulary introduced via objects, pictures and photographs</p> <p>Vocabulary wall showing previously used vocabulary and reviewed in contexts.</p> <p>Engage in conversations between people and characters</p> <p>Children talk and articulate their ideas using connectives.</p> <p>Teachers model accurate grammar with more complex sentences. Narration of events and actions.</p> <p>Exact repetition of words in stories and some in their own words.</p> <p>Teachers ask open questions</p> <p>Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library.</p>				<p>Teachers continue to Promote and model active listening</p> <p>New vocabulary introduced via objects, pictures and photographs</p> <p>Vocabulary wall showing previously used vocabulary and reviewed in contexts.</p> <p>Engage in conversations between people and characters</p> <p>Children talk and articulate their ideas using connectives. Teachers model accurate grammar with more complex sentences. Narration of events and actions.</p> <p>Exact repetition of words in stories and some in their own words.</p> <p>Teachers ask open questions</p> <p>Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library.</p> <p>Stories re-read to children to develop a deep familiarity text, knowledge and vocabulary.</p>						

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		<p>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.</p>					<p>Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories. Oral stories. Core books displayed in the class library.</p>			
Mathematics White Rose Maths	<p>Number: Building numbers to 10 and beyond Counting patters to 10 and beyond</p>	<p>Spatial reasoning 1: Match rotate manipulate.</p>	<p>Number: Adding more & taking away</p>	<p>Spatial reasoning 2: Compose & Decompose:</p>	<p>Number: Patterns Doubling</p>		<p>Number: Grouping Even and Odd</p>	<p>Spatial reasoning 3: Visualise and build</p>	<p>Number: Patterns and relationships</p>	<p>Spacial reasoning 4 mapping</p>
Core Maths books	<p>Jack the builder by stuart J Murphy One Moose 20 mice</p>		<p>1 is a snail 10 is a crab by AS</p>	<p>When one doesn't belong by Christopher Danielson</p>	<p>A new house for Mouse by Petr Horacek</p>		<p>1 is a snail 10 is a crab by April sayer</p>	<p>A new house for Mouse by Petr Horacek</p>	<p>A dozen ducklings lost and found</p>	<p>Snail trail by Jo saxton</p>
Understanding the World	<p>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’</p>						<p>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.</p>			
Understanding the World Core Books	<p>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</p>						<p>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</p>			

							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 https://www.wildlondon.org.uk/reserves/camley-street-natural-park						Computing: Visit to Camden Learning Centre (CLC) https://camdenlearning.org.uk/camden-city-learning-centre-clc/ Camden City Learning Centre, Charrington Street, London NW1 1RD The Transport Museum				
Physical Development	Gymnastics Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 4 Develop overall body strength coordination, balance and agility. 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.						Dance Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 5 Develop overall body strength coordination, balance and agility. 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.				
Expressive Arts & Design	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.				
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 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, 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, National Geographic				
R.E. - Catholic	Branch 5: To the ends of the earth						Branch 6: Dialogue and Encounter				
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

	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 Schools following Read Write Inc	Read Write Inc												
Phonics Schools following Little Wandle	Little Wandle programme daily												
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	Branch 1: Creation and Covenant							Branch 2: Prophecy and Promise					
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 brought into school https://www.zoo4you.co.uk/					
Science	Plants We are learning to observe and	Plants We are learning to identify parts of a	Plants We are learning to investigate what plants	Plants We are learning to explain what plants	Seasonal Changes 1 We are learning to observe	Seasonal Changes 2 We are learning to observe		Animals, including humans We are learning to identify	Animals, including humans We are learning to identify	Animals, including humans We are learning to describe	Animals, including humans We are learning	Seasonal Changes 3 We are learning to describe the weather	

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	compare trees around us	flowering plant	needs to grow	need to grow	and describe the seasons	how trees change over the year		and name animals	carnivores, herbivores and omnivores	and compare the structure of animals	to identify which animals people can keep as pets	in different seasons (autumn and winter)
History 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 st half of term				
Geography <i>What makes planet Earth special?</i>	Taught in 2 nd half of term							We are learning to understand that the Earth is one of 8 planets	We are learning to understand day and night	We are learning to understand the importance of water	We are learning to understand where we find mountains and rivers.	We are learning to understand what makes our planet special
Art and design	Drawing (Key Skills and Techniques) We are learning to draw our school environment from experience and memory.	We are learning to draw natural objects from observation.	We are learning to draw buildings.	We are learning to draw portraits.	We are learning to draw objects.			Painting (Water) We are learning to make different shades of one paint colour.	We are learning to 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
DT	Structures (Homes)											
PE	Attack Defend Shoot Unit 1 (The PE Hub lesson plans – www.thepehub.co.uk)							Attack Defend Shoot Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)				
PSHCE in addition to weekly lessons	Whole School Project Week-Equalities Week Anti-Bullying Week											
PSHCE weekly lesson	To understand how to keep teeth healthy	To understand the importance of food	To understand some basic hygiene principles	To learn about what can go into our bodies and how it can make	To learn the importance of sleep as part of a healthy lifestyle and	To learn about how germs are spread, how we can prevent		Taught in 1 st half of term				

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	(Health and prevention)	(Healthy Eating)	(Health and prevention)	people feel (Drugs, alcohol and tobacco)	the impact device use can have on sleep (Mental wellbeing) (Health and Prevention)	them spreading and people who help us stay healthy and well (Health and prevention) (Physical health and fitness)							
Computing Computing systems and networks – <i>Technology around us</i>	Taught in 2 nd half of term							We are learning to identify technology	We are learning to identify a computer and its main parts	We are learning to use a mouse in different ways	We are learning to use a keyboard to type on a computer	We are learning to use the keyboard to edit text	We are learning to create rules for using technology responsibly
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												

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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 for schools following Read, Write, Inc	Read Write Inc												
Phonics for schools following Little Wandle	Little Wandle programme daily												
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	Branch 3: Galilee to Jerusalem								Branch 4: Desert to Garden				
Visits / Visitors	Computing: Visitor from Camden Learning Centre (CLC), 'Programming- introduction to animation' workshop https://camdenlearning.org.uk/camden-city-learning-centre-clc/								Science: Visit to Hampstead Heath, Plant Detectives workshop https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx Parliament Hill Fields, Gospel Oak, London NW5 1LT				
Science	Everyday materials	Everyday materials	Everyday materials	Everyday materials	Everyday materials	Everyday materials		Everyday materials	Everyday materials	Everyday materials	Seasonal Changes 4	Seasonal Changes 5	

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	We are learning to identify and name a variety of everyday materials - wood, plastic and metal	We are learning to identify and name a variety of everyday materials - rock, brick, glass and water	identify and name paper in a variety of forms	We are learning to describe the properties of everyday materials	We are learning to compare and group different materials based on their properties	We are learning to recognise that objects can be made of more than one material		to investigate waterproof materials	transparent and opaque materials	different materials are used for different purposes	We are learning to observe changes across the seasons (spring)	We are learning to describe the weather in different seasons
History 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 st half of term					
Geography <i>What is our weather like?</i>	Taught in 2 nd 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 (field trip – related to)	We are learning to find out where the coldest and hottest parts of the world are
Art and design	Sculpture (Chinese New Year) We are learning to investigate three-dimensional shapes.	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.			Printing (Printing in Clay and on Paper) 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.

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 For schools following Read Write Inc	Read, Write, Inc												
Phonics for schools following Little Wandle	Little Wandle programme daily												
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	Branch 5: To the ends of the Earth								Branch 6: Dialogue and Encounter Visit from Judaism in Schools				
Visits / Visitors	Science: Visitor from CRICK, 'What's in the bag?' workshop https://www.crick.ac.uk/partnerships/education-outreach 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 Geography: Visit – Local area walk Visit from Judaism in Schools				
Science	Animals, including humans We are learning to identify and name parts of the body (external)	Animals, including humans We are learning to identify and name parts of the body (internal)	Animals, including humans We are learning to name the 5 senses and identify which part of the	Animals, including humans We are learning to investigate the sense of sound	Animals, including humans We are learning to investigate the sense of smell	Animals, including humans We are learning to investigate the sense of touch			Animals, including humans We are learning to investigate the sense of taste	Animals, including humans We are learning to investigate the sense of sight	Seasonal Changes 6 We are learning to observe changes across the seasons	Seasonal Changes 7 We are learning to describe the weather in different seasons	Plants We are learning to identify wild and garden plants

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			body is associated with each						(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 (<i>Local area walk</i>)	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 changed over time	Taught in 1 st half of term					
Geography <i>What is my local area like?</i>	Taught in 2 nd half of term						We are learning to understand that homes give us warmth and shelter	We are learning to compare what it is like to live in a village with a city.	We are learning to explore our local streets (fieldwork)	We are learning to recognise human and physical features in our local area	We are learning what maps are for, how to use them and how to create how to create a bird's eye view map	We are learning to use compass directions
Art and design	Collage and Textiles (Materials and their Properties) 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		Digital Media (Drawing Digital Pictures) We are learning to mark-make using computers.	We are learning to explore shape, colour and pattern using computers.	We are learning to explore surface texture.	We are learning to use music to inspire our art.	We are learning to respond to the work of an artist.	
DT	Structures (Wacky Windmills)											
PE	Hit, catch , run unit 1 and unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)											
PSHCE	Taught in 2 nd half of term						Run Jump Throw Unit 1 and 2 (The PE Hub lesson plans – www.thepehub.co.uk)					
							RHSE KS1, Module 1, Unit 3, Session 1	RHSE KS1, Module 1, Unit 3, Session 3	RHSE KS1, Module 1, Unit 2, Session 3	RHSE KS1, Module 2, Unit 2, Session 1	RHSE KS1, Module 1, Unit 4, Session 1	

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								Feelings, likes and dislikes (TT)	Super Susie gets angry (TT)	& 4 Clean and Healthy (Slides 9-12 only) (TT)	Special People (TT)	The Cycle of Life (TT)	
Computing Creating Media – <i>Digital writing</i>	To use a computer to write	To add and remove text on a computer	To identify that the look of text can be changed on a computer	To make careful choices when changing text	To explain why I used the tools that I chose	To compare writing on a computer with writing on paper		CLC Visit					
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												

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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 for schools following Read Write Inc	Read Write Inc												
Phonics for schools following Little Wandle	Little Wandle programme daily (Phase 5 review)								Little Wandle programme daily (Bridge to Spelling)				
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	Branch 1: Creation and Covenant								Branch 2: Prophecy and Promise				
Visits / Visitors	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 https://www.historyoffthepage.co.uk/courses/great-fire-london/								Science: Visitor in school from Francis Crick institute 'Journey of the Germ workshop' https://www.crick.ac.uk/partnerships/education-outreach/ Geography: Hampstead Heath – Mad about Maps OR Hyde Park Education – Maps and Orienteering				
Science	Plants We are learning to identify and	Plants We are learning to understand how	Plants We are learning to observe how	Plants We are learning to describe how	Plants We are learning to find out how plants need light to	Plants We are learning to describe how			Living Things and their Habitats	Living Things and their Habitats	Living Things and their Habitats We are learning to identify how living	Living Things and their Habitats We are learning to describe how animals obtain	Living Things and their Habitats We are learning how plants and

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	compare different seeds	bulbs grow	seeds germinate	seeds germinate	grow and stay healthy	plants need light to grow and stay healthy		We are learning to explore and compare things that are living, dead or have never been alive	We are learning to identify and name a variety of plants and animals in their habitats and what they provide	things are suited to their habitats	food from plants and other animals	animals depend on each other in their habitats
History Important events in the history of Britain	We are learning to know the time and place of important events in history	We are learning to know the events of the Gunpowder Plot	We are learning to explain why we have Bonfire Night	We are learning to know the events of the Great Fire of London	We are learning to explain why we have Remembrance Day	We are learning to explain 3 important events in the history of Britain	Taught in 1 st half of term					
Geography <i>What is the UK like?</i>	Taught in 2 nd half of term						We are learning to use simple maps	We are learning to understand aerial views	We are learning to make simple maps	We are learning to understand that the UK is made up of 4 countries	We are learning to identify mountains and rivers of the UK	We are learning to understand what it is like at the coast
Art and design	Drawing (Key Skills and Techniques) We are learning to create pictures by drawing in continuous line.	We are learning to draw figures (people) in movement.	We are learning to draw buildings. (Resist effect technique).	We are learning to draw from observation.	We are learning to draw nature from memory.		Painting (Nature) We are learning to mix and apply paint in different ways.	We are learning to create the colour green.	We are learning to change the consistency of paint. We are learning to make paint darker and lighter.	We are learning to mix and match colours.	We are learning to contribute to shared painting.	
DT	Mechanical Systems (Moving Pictures)											

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PE	Attack Defend Shoot Unit 1 (The PE Hub lesson plans – www.thepehub.co.uk)							Attack Defend Shoot Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)					
PSHCE in addition to weekly lesson								Whole School Project Week-Equality Studies Anti-bullying week					
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 st half of term					
Computing Computing systems and networks – <i>IT around us</i>	Taught in 2 nd half of term							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 experiences)	Non-Fiction Instructions How to keep a plant alive (linked to science)		Narrative Unit Man on the Moon (Simon Bartram)		
Phonics for schools following Read Write Inc	Read Write Inc												
Phonics for schools following Little Wandle	Little Wandle programme daily (Spelling Units)												
Story Time	The Queen's Nose, Dick King-Smith		Clarice Bean, That's Me, Lauren Child		The Story of Babar, Jean de Brunhoff				That rabbit belongs to Emily Brown, Cressida Cowell		Finn Family Moomintroll, Tove Jansson		
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	Branch 3: Galilee to Jerusalem								Branch 4: Desert to Galilee				
Visits / Visitors	History: Visit to the Florence Nightingale Museum: A visit with Miss Nightingale workshop https://www.florence-nightingale.co.uk/a-visit-with-miss-nightingale/ PSHCE: Visitor-The London Fire Brigade Fire Safety workshop								Computing: Visitor in school from Camden Learning Centre (CLC), Programming- An introduction to quizzes' workshop https://camdenlearning.org.uk/camden-city-learning-centre-clc/ Science: Visitor with a young baby				
Science	Every day materials We are learning to	Everyday materials We are learning to compare how suitable	Everyday materials We are learning to test	Everyday materials We are learning to test if and how the shapes of	Everyday materials We are learning to research key	Everyday materials We are learning to			Animals, including humans We are learning to recognise	Animals, including humans We are learning to describe how animals change	Animals, including humans We are learning to understand and	Animals, including humans We are learning to understand and describe	Animals, including humans We are learning to explain what

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	identify different materials and what they can be used for	materials are for different uses	the absorbency of different materials and identify what these materials would be suitable for	solid objects can be changed	figures who have developed new materials	identify materials that are suitable for reusing and recycling		different animals' offspring	as they grow into adults	describe a human lifecycle	other animals' life cycles	animals need to survive
History 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		Taught in 1 st half of term				
Geography <i>What are the different environments in the world?</i>	Taught in 2 nd 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
Art and design	Sculpture (Under the Sea) 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			Printing (Roller and Ink Techniques) 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.

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DT	Structures (Kites)												
PE	Gymnastics Unit 1 and unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)							Dance Unit 1 and unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)					
PSHCE in addition to weekly lesson	Whole School Project Week-Keeping Safe Studies Visitor-The London Fire Brigade												
PSHCE- Weekly lesson	To explore gender stereotypes in careers. (Respectful relationships)	To explore how life is different around the world. (Respectful relationships)	To recognise how it feels to be proud of someone else. (Respectful relationships)	To recognise and describe different feelings in themselves and others. (Mental wellbeing)	To learn that feelings change and that not everyone experiences the same feeling in the same situation. (Mental wellbeing)	Learn about 'big' feelings and how to manage them. (Mental wellbeing)		Taught in 1 st half of term					
Computing	Taught in 2 nd half of term												
Programming B – <i>An introduction to quizzes using Scratch Jr</i>							To explain that a sequence of commands has a start	To explain that a sequence of commands has an outcome	To create a program using a given design	To change a given design	To create a program using my own design		
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												

	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- for schools following Read Write Inc	Read Write Inc												
Phonics for schools following Little Wandle	Little Wandle programme daily (Spelling Units)												
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	Branch 5: To the ends of the Earth								Branch 6: Dialogue and Encounter Visit from Judaism in Schools				
Visits / Visitors	Science: Visit to Kew Gardens, 'Super spines and climbing vines: plants of the rainforest and desert' workshop https://www.kew.org/kew-gardens/school-visits Richmond, TW9 3AB Science: Visit from a dentist								Science: Visit to London Zoo, 'Hands on' or 'Lifecycles' workshops https://www.zsl.org/zsl-london-zoo/schools Outer Circle Regent's Park, London, NW1 4RY Visit from Judaism in Schools				
Science	Animals, including humans We are learning to describe the importance of hygiene-hand washing	Animals, including humans We are learning to describe the importance of hygiene-brushing teeth	Animals, including humans We are learning to understand the importance of eating the right amount of different types of food	Animals, including humans We are learning to recognise the benefits of exercise	Animals, including humans We are learning to observe the effects of exercise	Animals, including humans We are learning to explain how humans can stay healthy			Plants We are learning to find out how plants need a suitable temperature to grow and stay healthy	Plants We are learning to describe how plants need a suitable temperature to grow and stay healthy	Plants We are learning to find out how plants need water to grow and stay healthy	Plants We are learning to describe how plants need water temperature to grow and stay healthy	Plants We are learning to understand the life cycle of a plant

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History Significant 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 st half of term
Geography <i>What is it like to live in India?</i>	Taught in 2 nd half of term						
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.			We are learning to locate geographical features of Asia on a map We are learning to locate geographical features of India on a map We are learning to use aerial photographs to recognise features. We are learning about what life is like in an Indian 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
DT	Mechanical Systems (Vehicles)						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
PE	Send and Return Unit 1 and unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)						
PSHCE	Taught in 2 nd half of term						
Computing Creating Media-making music	To explain 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.	Run Jump Throw Unit 1 and unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) 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)
Taught in 1 st half of term							

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Spanish	Food	Food	Food	The Weather	The Weather	Retrieval Practice		Family	Family	Feelings	Feelings	The date (retrieval of days and months)	Summer Story
Music Summer: Unit 9 Rhythm	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	
Food Tech	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)	
Reading Lesson 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 Behrangji)				
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	Branch 1: Creation and Covenant							Branch 2: Prophecy and Promise				
Visits / Visitors	Science: Visit to Natural History Museum, ‘Dino Scene Investigation’ workshop https://www.nhm.ac.uk/events/schools-dino-scene-investigation.html Cromwell Road, London, SW7 5BD History: History Off The Page company visit, ‘Early Man’ workshop www.historyoffthepage.co.uk Visit the Jewish Museum/ Jewish visitor workshop from Judaism for Schools Financial skills for learning: Super Supper Challenge educationteam@hsbc.com							English: Visitor in school - Author visit – Valerie Bloom https://valeriebloom.co.uk/tag/school-visit/ Science: Visitor in school from Francis Crick institute, ‘Sounds like fun’ workshop https://www.crick.ac.uk/partnerships/education-outreach				
Science	Rocks We are learning to compare and group rocks based on appearance	Rocks We are learning to compare and group rocks by physical properties (hardness)	Rocks We are learning to compare and group rocks by physical properties (permeability)	Rocks We are learning to understand how rocks change over time	Rocks We are learning to describe how fossils are formed	Rocks We are learning to recognise what soil is made from		Animals, including humans We are learning that animals, including humans, get nutrition from what they eat.	Animals, including humans We are learning that animals, including humans, need the right types and amount of nutrition.	Animals, including humans We are learning to understand the function of the skeleton.	Animals, including humans We are learning to identify and group animals with and without skeletons.	Animals, including humans We are learning to understand the function of muscles.

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History 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) History Off The Page 'Early Man' workshop	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 st half of term					
Geography What are landscapes and climates like around the world?	Taught in 2 nd half of term											
Art and design	Drawing (Key Skills and Techniques) 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.		Painting (Patterns) We are learning to explore making different patterns.		We are learning to explore making different patterns.	We are learning to create art using patterns and dots.	We are learning to contribute to a shared piece of art.	
DT	Mechanical Systems (Moving Monsters)						Invasion Games – Football (The PE Hub lesson plans – www.thepehub.co.uk) Whole School Project Week-Equality Studies Anti-bullying week Finance Studies					
PE	Invasion Games – Netball (The PE Hub lesson plans – www.thepehub.co.uk)											
PSHCE in addition to the weekly lesson												
PSHCE weekly lesson	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.	Learn about getting help, advice and support with feelings and emotions.	To develop an awareness and definition of bullying and unkindness. (Mental wellbeing)	To explore ways of resolving conflict. (Respectful relationships)						

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			(Mental wellbeing)	(Mental wellbeing)									
Computing	Taught in 2 nd half of term							To explain how digital devices function	To identify input and output devices	To recognise how digital devices can change the way that we work	To explain how a computer network can be used to share information	To explore how digital devices can be connected	To recognise the physical components of a network
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	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		
Reading Lesson 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	Branch 3: Galilee to Jerusalem							Branch 4: Desert to Garden					
Visits / Visitors	Self-guided prehistoric Britain tour at the British Museum, using published materials https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/visit-resource-prehistoric-britain OR Virtual Visit online workshop form the British Museum https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/digital-session-sutton-hoo-stories							Computing: Visitor from Camden Learning Centre (CLC), 'Creating media – Animation' workshop https://camdenlearning.org.uk/camden-city-learning-centre-clc/ <i>Camden City Learning Centre, Charrington Street, London NW1 1RD</i> RE: Visit to church for Stations of the Cross					
Science	Forces and Magnets We are learning to understand how things move.	Forces and Magnets We are learning to compare how things move on different surfaces.	Forces and Magnets We are learning to compare how things move on different surfaces.	Forces and Magnets We are learning to observe how magnetic force can act at a distance to attract and repel.	Forces and Magnets We are learning to investigate which everyday materials are magnetic.	Forces and Magnets We are learning to understand how two magnets attract or repel each other.		Light We are learning to recognise that light is needed to see and darkness is the absence of light.	Light We are learning to investigate how light is reflected from surfaces.	Light We are learning to understand how shadows are formed.	Light We are learning to investigate how the size of shadows can change.	Light We are learning to understand how light from the sun can be dangerous and how to protect our eyes.	
History	We are learning	We are learning to	We are learning	We are learning to know who the	We are learning	We are learning to		Taught in 1 st half of term					

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The Bronze and Iron Age in Britain	to know the time and place of the Bronze Age and Iron Age in Britain	understand why metal was an improvement on stone for making tools and weapons	to compare Stone Age and Iron Age homes	Celts were and how they lived	to explain how life changed for people from the Stone age to the Iron Age	explain how life changed for people from the Stone age to the Iron Age							
Geography What is it like to live in the countryside?	Taught in 2 nd half of term								We are learning to understand what a village is	We are learning how villages have changed over time	We are learning to understand why and how people use maps	We are learning how to protect wildlife	We are learning about the importance of conservation
Art and design	Sculpture (Houses) We are learning to investigate houses and their exterior properties.	We are learning to create surface texture on clay.	We are learning to make a clay relief.	We are learning add details of pattern and texture to clay.	We are learning to add colour to clay.			Printing (Investigating Ways to Print) We are learning to make plaster-cast prints.	We are learning to make folded mono-prints.	We are learning to use the marbling technique on paper.	We are learning to print using a pounce.	We are learning to make prints using a range of objects.	
DT	Electrical Systems (Light up Signs)												
PE	Gymnastics unit 1 and unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)								Dance (The PE Hub lesson plans – www.thepehub.co.uk)		Swimming – Intensive daily lessons		
PSHCE in addition to weekly lesson									Whole School Project Week- Keeping Safe Week				
PSHCE	To learn the definition of a vaccination, how the immune system functions	To learn the definition of a drug and that drugs (including medicines) can be harmful to	To learn about the effects and risks of smoking tobacco and second-hand	To explore family differences and challenge stereotyping about families. (Families	To identify the qualities of a good friend (Caring friendships)	To learn and explore what identity is and what makes everyone unique and special.			Taught in 1 st half of term				

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	and how they work to keep us healthy. (Health and Prevention)	people. (Drugs, alcohol and tobacco)	smoke. (Drugs, alcohol and tobacco)	and people who care for me)		(Respectful relationships)							
Computing Creating Media – Desktop publishing	Taught in 2 nd half of term							To recognise how text and images convey information	To recognise that text and layout can be edited	To choose appropriate page settings	To add content to a desktop publishing publication	To consider how different layouts can suit different purposes	
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)			
Reading Lesson 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			Measurement: Time	Geometry: Shape		Statistics	
R.E. - Catholic	Branch 5: To the ends of the Earth							Branch 6: Dialogue and Encounter Visitor in school to talk about Islam				
Visits / Visitors	History: Visit to the British Museum – Excavation in Egypt workshop https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/school-workshop-excavation-egypt							RE: Visit Wintershall: The life of Christ https://www.wintershall.org.uk/life-christ-school-leaders				
Science	Plants We are learning to identify different parts of plants (including flowering plants).	Plants We are learning to understand the function of the roots and stem/trunk of a plant.	Plants We are learning to understand the function of the leaves of a plant.	Plants We are learning to investigate what plants need for life and growth.	Plants We are learning to investigate how water is transported within plants.	Plants We are learning to investigate what plants need for life and growth.		Plants We are learning to describe the life cycle of a flowering plant.	Plants We are learning to identify different parts of a flower and describe their function.	Plants We are learning to explain how plants are pollinated.	Plants We are learning to explain how seeds are formed and dispersed.	Plants We are learning to understand how different plants have different requirements to grow.
History Ancient Civilisations: Egypt	We are learning to know the time and place of	We are learning to explain why the River Nile	We are learning to understand the religious	We are learning to understand how and why the	We are learning to understand how historians	We are learning to explain some of the		Taught in 1 st half of term				

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Spanish	Weather	Weather	Food	Food	Food	Retrieval Practice		Ways of transportation	Ways of Transportation	Sports	Feelings	Summer	Retrieval Practice
Music Unit 5 Texture Summer 2: Unit 6 Musical processes	Unit 5 Thin or rich textures	Monophonic texture	Homophonic texture	Polyphonic texture	Melody and Accompaniment	Mixing textures		Unit 6 Ostinati - repeating patterns	Vocal ostinati - repeating patterns using our voices	Instrumental ostinati - ground bass	Introducing musical drones	Drones and pedal notes	
Food Tech	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)				
Reading Lesson 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	Branch 1: Creation and Covenant							Branch 2: Prophecy and Promise					
Visits / Visitors	History: Visitor-History Off The Page company, 'Ancient Greece' http://www.historyoffthepage.co.uk Visit Westminster Cathedral http://www.westminstercathedral.org.uk/ Y4 - Financial skills for work: Household Budgeting educationteam@hsbc.com							Storytelling- The National Gallery https://www.nationalgallery.org.uk/learning/primary-schools/tours-and-storytelling Science: Visitor in school from Francis Crick institute, 'Sounds like fun' workshop https://www.crick.ac.uk/partnerships/education-outreach Thames Explorer Trust Outreach – visits to schools - RIVERS https://thames-explorer.org.uk/schools-programme/ OR Thames Explorer Trust Online learning – RIVERS https://thames-explorer.org.uk/school-trips/rivers-and-environmental-issues-via-zoom/					
Science	Animals, including humans We are learning to recognise the main body parts that make up the	Animals, including humans We are learning to understand the functions of the body parts that make	Animals, including humans We are learning to identify different types of human teeth and	Animals, including humans We are learning to investigate how sugar can damage teeth. (Part 1)	Animals, including humans We are learning to investigate how sugar can damage teeth. (Part 2)	Animals, including humans We are learning to recognise producers, predators and prey.		Animals, including humans We are learning to construct and interpret food chains.	Living Things and their Habitats We are learning to recognise that living things can be grouped in	Living Things and their Habitats We are learning to recognise that living things can be grouped in	Living Things and their Habitats We are learning to choose criteria that can be used to group	Living Things and their Habitats We are learning to explore and use classification on key-vertebrate/	

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	digestive system.	up the digestive system.	their functions.					a variety of ways-flowering/ non-flowering plants.	a variety of ways-vertebrate groups	living things.	invertebrate groups	
History Ancient Greece	We are learning to know the time and place of Ancient Greece	We are learning to understand Athenian democracy	We are learning to understand the contribution the Ancient Greeks made to maths, philosophy and medicine.	We are learning to describe entertainment in Ancient Greece	We are learning to know about architecture in Ancient Greece	We are learning to explain how have the Ancient Greeks influenced us today	Taught in 1 st half of term					
Geography 1.How do rivers and the coast shape the landscape? 2.What is the weather like around the world?	Taught in 2 nd half of term						We are learning to understand what the coast is like	We are learning to understand the different animals and plants at the coast and how people look after the coast	We are learning to describe rivers	We are learning how people use rivers	We are learning to understand how weather affects us	We are learning to understand how to record the weather
Art and design	Drawing (Key Skills and Techniques) We are learning to draw homes.	We are learning to draw a pictorial map.	We are learning to sketch an object from the inside to the outside edge.	We are learning to draw portraits using our imagination	We are learning to design an award.		Painting (Landscapes) We are learning about landscapes	We are learning to colour and texture of paint.	We are learning to compose a range of landscapes.	We are learning to paint a landscape using water-colours.	We are learning to paint a landscape inspired by the Fauve artists.	
DT	Electrical Systems (Torches)											
PE	Invasion Games – Basketball (The PE Hub lesson plans – www.thepehub.co.uk)											
PSHCE in addition to weekly lesson	Invasion Games – Football (The PE Hub lesson plans – www.thepehub.co.uk) Whole School Project Week-Equality Studies Anti-bullying Week Finance Studies											

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PSHCE weekly lesson	To understand that food gives us energy. (Healthy eating)	To learn that medicines can be used to manage and treat medical conditions such as asthma. (Health and prevention)	To learn about the effects and risks of drinking alcohol. (Drugs, alcohol and tobacco)	To understand that infection can be spread through unclean hands and that handwashing can prevent the spread of infection. (Health and prevention)	To learn that infection can spread through sneezing and coughing and how to prevent this spread. (Health and prevention)	To learn about prejudice and how discrimination can affect people. (Respectful relationships)		Taught in 1 st half of term					
Computing Creating Media- <i>Audio editing</i>	Taught in 2 nd half of term							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 combined 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	Christmas
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)				
Reading Lesson 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	Branch 3: Galilee to Jerusalem Visitor – a Priest in to talk about Community							Branch 4: Desert to Garden				
Visits / Visitors	Visit to the London Mithraeum On-site facilitated workshop https://www.londonmithraeum.com/schools/ Or if unavailable: Visit to the British Museum – 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							Computing: Visitor from Camden Learning Centre (CLC), 'Data and Information: Data logging' workshop pad using Arduino Science journal app https://camdenlearning.org.uk/camden-city-learning-centre-clc/				
Science	States of matter We are learning to recognise the properties of solids, liquids and gases.	States of matter We are learning to compare and group materials- solids, liquids and gases.	States of matter We are learning to investigate how temperature affects the rate of ice melting.	States of matter We are learning to identify how evaporation and condensation are part of the water cycle.	States of matter We are learning to investigate how temperature affects the rate of evaporation.	Living Things and their Habitats We are learning to identify and name living things in the local environment. (Part 1)		RE: Visit to church for Stations of the Cross				
History The Romans in Britain	We are learning to know the time and	We are learning to understand why the	We are learning to understand the	We are learning to know what a typical	We are learning to understand why roads	We are learning to explain the impact the		Sound We are learning to identify how sounds are made.				
								Sound We are learning to understand how sound travels.				
							Sound We are learning to find patterns between the pitch of a sound and the object that produced it.					
							Sound We are learning to find patterns between the volume of a sound and the vibrations that produced it.					
							Sound We are learning to investigate how the volume of sound changes based on the distance from the sound source.					
	Taught in 1 st 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	
Reading Lesson 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	Branch 5: To the ends of the Earth							Branch 6: Dialogue and Encounter				
Visits / Visitors	Science: Visit to Hampstead Heath – ‘Classify that’ workshop https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx Computing: Visitor from Camden Learning Centre (CLC), ‘Repetition in games’ https://camdenlearning.org.uk/camden-city-learning-centre-clc/							English: Visitor, Young Shakespeare Company, ‘Midsummer Night’s Dream’ workshop https://youngshakespeare.org.uk/ RE: Visitor – priest in or church visit to learn about liturgy Visitor in school to talk about Islam				
Science	Living Things and their Habitats We are learning to identify and name living things in the local environment and how these change throughout the year. (Part 2)	Living Things and their Habitats We are learning to explore and use classification keys to identify living things in our local environment.	Living Things and their Habitats We are learning to explore the positive impact humans can have on the environment.	Living Things and their Habitats We are learning to explore the negative impact humans can have on the environment.	Living Things and their Habitats We are learning to research the impact of environmental changes on animals. (Planning)	Living Things and their Habitats We are learning to explain the impact of environmental changes on animals. (Report writing)		Electricity We are learning to identify appliances that run on electricity.	Electricity We are learning to construct and record simple electrical circuits.	Electricity We are learning to identify whether or not a lamp will light in a simple circuit.	Electricity We are learning to understand the role of switches in an electrical circuit.	Electricity We are learning to recognise and test common conductors and insulators.
History	We are learning to know the	We are learning to understand	We are learning to understand	We are learning to understand	We are learning to analyse	We are learning to explain who		Taught in 1 st half of term				

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Computing Programming A: <i>Repetition in shapes</i>	To identify that accuracy in programming 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 st half of term					
Spanish	The Weather	The Weather	Spain in the world	Food	Food	Retrieval Practice		Transport	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												

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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)		Whole School Project Week	Narrative Pax (Sara Pennypacker)					
Reading Lesson text	There's a Boy in the Girl's Bathroom (Louis Sachar)				Poetry I had a Little Cat (Charles Causley)			Pax (Sara Pennypacker)					
Story Time	Tall Story (Candy Gourlay) The Weight of Water (Sarah Crossan)							Faery Tales (Carol Ann Duffy) The Lion, the Witch and the Wardrobe (C S Lewis)					
Poetry recital	A Liking for the Viking by Celia Warren												
Maths	Number: Place value			Number: Addition and Subtraction		Number: Multiplication and Division		Number: Multiplication and Division		Number: Fractions			
R.E. - Catholic	Branch 1: Creation and Covenant Visit to Westminster Abbey or St Paul's Cathedral https://www.westminster-abbey.org/learning							Branch 2: Prophecy and Promise					
Visits / Visitors	History: Visitor in school -History Off the page Company, 'The Vikings' http://www.historyoffthepage.co.uk Science: Visit to the CRICK Institute, 'chemical changes' workshop https://www.crick.ac.uk/partnerships/education-outreach Y5 - Financial skills for learning: Savvy Shopping educationteam@hsbc.com							RE: Visit to Westminster Abbey or St Paul's Cathedral https://www.westminster-abbey.org/learning Visit the Jewish Museum/ Jewish visitor workshop from Judaism for Schools Geography: Thames river cruise https://thames-explorer.org.uk/school-trips/ks2-boat-programme/					
Science	Properties and changes of materials We are learning to compare and group together everyday materials based on their properties.	Properties and changes of materials We are learning to investigate which materials are thermal conductors.	Properties and changes of materials We are learning to give reasons, based on evidence from fair tests, for uses of everyday materials.	Properties and changes of materials We are learning to test which materials will dissolve in liquid to form a solution.	Properties and changes of materials We are learning to investigate variables that affect the rate of sugar dissolving.	Properties and changes of materials We are learning to separate insoluble substances from a mixture and demonstrate that mixing is reversible.		Properties and changes of materials We are learning to separate soluble substances from a solution and demonstrate that	Properties and changes of materials We are learning to demonstrate that changes of state are reversible	Properties and changes of materials We are learning to explain that some changes result in new materials forming and are not usually reversible-mixing.	Properties and changes of materials We are learning to research how chemists create new	Properties and changes of materials We are learning to research how chemists create new	Properties and changes of materials We are learning to research how chemists create new

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)				
Reading Lesson 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	Branch 3: Galilee to Jerusalem							Branch 4: Desert to Galilee Visitor – priest in or church visit for Stations of the Cross					
Visits / Visitors	History: Visit to the Foundling Museum https://foundlingmuseum.org.uk OR Visit to the Charles Dickens Museum – Explorer tour https://dickensmuseum.com/blogs/learning-key-stage-two/dickens-explorers							Computing: Visit to Camden Learning Centre (CLC), 'Programming – Selection in physical computing' workshop https://camdenlearning.org.uk/camden-city-learning-centre-clc/ <i>Camden City Learning Centre, Charrington Street, London NW1 1RD</i> Geography: Visit to Camden Local Studies and Archives Centre https://www.camden.gov.uk/about-the-local-studies-archives-centre <i>Holborn Library, 32-38 Theobalds Road, London, WC1X 8PA</i>					
Science	Earth and Space We are learning to describe the shape of the Earth, Sun and Moon.	Earth and Space We are learning to describe the movement of the Earth around the Sun and the Moon around the Earth.	Earth and Space We are learning to use a model of the solar system to describe the movement of planets.	Earth and Space We are learning to explain how the Earth's rotation results in day and night.	Earth and Space We are learning to identify the phases of the Moon and explain why these occur.	Earth and Space We are learning to research scientific theories from the past about the solar system.		Living Things and their Habitats We are learning to describe the life cycle of a mammal.	Living Things and their Habitats We are learning to describe the life cycle of an amphibian and describe differences with other animals.	Living Things and their Habitats We are learning to describe the life cycle of an insect and describe differences with life cycles of	Living Things and their Habitats We are learning to describe the life cycle of a bird and describe differences with life cycles of other animals.	Living Things and their Habitats We are learning to compare the life cycles of animals in the local environ	

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									other animals.		ment with other animals around the world.
History Changes to Britain and London during the Industrial Revolution	We are learning to know the time and place of the Georgian and Victorian era Visit to the Museum of London, 'Timeline London' guided walk and museum visit	We are to understand the difference between life for the rich and poor in Victorian London	We are learning to understand the impact of the industrial revolution on London	We are learning to understand the working conditions for children in Victorian London	We are learning to understand why people moved from rural areas to cities like London in the Victorian era	We are learning to understand why people moved from rural areas to cities like London in the Victorian era	Taught in 1 st half of term				
Geography What is it like to live in a city?	Taught in 2 nd half of term						We are learning to understand and 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
Art and design	Sculpture (Abstract Sculptures) We are learning to explore abstract	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		Printing (Exploring Surfaces) We are learning to	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 together to make

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	art and the work of Kandinsky.				evaluate our own and each other's work.			explore monotype printing.					our own original print.	
DT	Structures (Making African Instruments)													
PE	Gymnastics unit 1 and unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)								Dance (The PE Hub lesson plans – www.thepehub.co.uk)	Swimming – Intensive daily lessons				
PSHCE in addition to weekly lesson									Whole School Project Week- Keeping Safe Week Camden-Crossing the road safely workshops Workshop-Growing Against Violence-Anti-gangs Workshop-Internet safety					
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 st half of term						
Computing	Taught in 2 nd half of term							To explain that computers can be connected together to form systems	To recognise the role of computer systems in our lives	To identify how to use a search engine	To describe how search engines select results	To recognise why the order of results is important, and to whom		
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	To structure and perform a piece inspired by West	To understand how rhythmic cycles feature in Indian	To perform a tũkdũ 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	Renaissance and Baroque variations, opera arias and jazz scat - show off that melody!		

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	drummin g	African drummin g	classical music								tunes in folk song		
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			
Reading Lesson text	Street Child by Berlie Doherty			Newspaper reports		Science books linked to Earth and Space		Science books linked to Earth and Space		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	Branch 5: To the ends of the Earth							Branch 6: Dialogue and Encounter Visitor : Judaism in schools					
Visits / Visitors	Art: Visit to The Victoria and Albert Museum https://www.vam.ac.uk/info/schools Or DT: Visit to the Design Museum - Hands-on design workshop https://designmuseum.org/the-design-museum-campus/schools-and-colleges/hands-on-design-workshops							Science: Visit to Royal Observatory Greenwich, 'Sun, Earth and Moon' workshop and 'Universe on your doorstep' Planetarium Show https://www.rmg.co.uk/schools-communities/schools/royal-observatory National Maritime Museum, Greenwich, London, SE10 9NF RE: Visitor- Judaism in schools					
Science	Forces We are learning to explain why unsupported items fall towards Earth.	Forces We are learning to investigate the effects of friction.	Forces We are learning to identify the effects of air resistance . (planning)	Forces We are learning to identify the effects of air resistance . (investigating)	Forces We are learning to identify the effects of water resistance.	Forces We are learning to recognise that levers allow a smaller force to have a greater effect.		Forces We are learning to recognise that pulleys and gears allow a smaller force to have a greater effect.	Living Things and their Habitats We are learning to describe the life process of reproduction in some plants and animals.	Living Things and their Habitats We are learning to grow and make observations of new plants from parts of a parent plant.	Animals, including Humans Measure cuttings We are learning to describe the changes as humans develop to old age.	Animals, including Humans Measure cuttings We are learning to identify the changes experienced in puberty.	

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History 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 st half of term				
Geography What are the key geographical features Kenya and the UK?	Taught in 2 nd 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.
Art and design	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.		Digital Media (Digital Towns) 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.
DT	Electrical Systems (Alarms)										
PE	Athletics (The PE Hub lesson plans – www.thepehub.co.uk) Rounders (The PE Hub lesson plans – www.thepehub.co.uk)						Tennis (The PE Hub lesson plans – www.thepehub.co.uk)				
PSHCE	Taught in 2 nd half of term						RHSE UKS2, Module 1, Unit 3, Session 1 Body image (TT)	RHSE UKS2, Module 1, Unit 3, Session 3 Emotional changes (TT)	RHSE UKS2, Module 1, Unit 3, Session 4 Seeing stuff online (TT)	RHSE UKS2, Module 2, Unit 2, Session 1 Under pressure (TT)	RHSE UKS2, Module 1, Unit 4, Session 3 Menstruation (TT)
Computing Programming B- Selection in quizzes	To explain how selection is used in computer programs.	To relate that a conditional statement connects a condition to	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 st half of term				

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		an outcome.											
Spanish	The Weather	Food	Food	Spanish in the World	Spanish Speaking Countries	Retrieval Practice		Ways of transport	Professions	Routines and time	Routines and time	Instruments / 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												

	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		
Reading Lesson 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	Branch 1: Creation and Covenant							Branch 2: Prophecy and Promise				
Visits / Visitors	History: Visit to the Imperial War Museum, ‘We Were There: Ask Questions About Conflict’ learning session https://www.iwm.org.uk/visits/iwm-london/schools/learning-sessions Lambeth Rd, London, SE1 6HZ OR History: Visit to the RAF Museum: ‘Air Raid!’ Workshop. https://www.rafmuseum.org.uk/london/schools/school-activity-programme/ Y6 - Financial skills for work: World of Work educationteam@hsbc.com							Science: Visitor, History Off the Page https://www.historyoffthepage.co.uk/ Predators and Prey Workshop – visit Geography: Hyde Park – Terrific Trees and Carbon (the role of trees in climate change)				
Science	Living Things and their Habitats We are learning to describe how and why living things are classified.	Living Things and their Habitats We are learning to classify plants.	Living Things and their Habitats We are learning to classify animals. (vertebrates)	Living Things and their Habitats We are learning to classify animals. (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 and Inheritance Observations for micro-organism investigation. We are learning to recognise things that living things	Evolution and Inheritance Observations for micro-organism investigation. We are learning to recognise that fossils provide evidence of evolution.	Evolution and Inheritance Observations for micro-organism investigation. We are learning to recognise that living things produce offspring	Evolution and Inheritance We are learning to understand how plants are adapted to their environment.	Evolution and Inheritance We are learning to research and identify how animals are adapted to their environment.

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							have changed over time.		of the same kind but are normally not identical.			
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 World War Two	We are learning to understand how the British government and public managed shortages during World War Two Visit to the Imperial War Museum, 'We Were There: Ask Questions About Conflict' learning session	We are learning to explain the impact of the Blitz on London during World War Two	We are learning to explain the impact of World War Two on daily life in London	We are learning to explain the impact of World War Two on daily life in London	Taught in 1 st half of term					
Geography What are the different climates and biomes around the world?	Taught in 2 nd half of term						We are learning to understand how Earthquakes and volcanoes are formed.	We are learning how landscapes are created	We are learning about micro climates	We are learning about different biomes	We are learning to understand how pollution is affecting the climate	We are learning why clean water is so important
Art and design	Drawing (Key Skills and Techniques) We are learning to draw pictorial maps.	We are learning to create a townscape 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)											

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PE	Invasion Games – bASKETBALL(The PE Hub lesson plans – www.thepehub.co.uk)							Invasion Games – Football (The PE Hub lesson plans – www.thepehub.co.uk)					
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 Finance Studies					
PSHCE weekly lesson	To recap how to keep ourselves healthy. (Physical health and fitness)	To explain some of the health benefits of being active. (Physical health and fitness)	To learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. (Drugs, alcohol and tobacco)	To learn what is meant by privilege. (Respectful relationships)	To learn to identify and critically evaluate current hair beauty stereotypes. (Respectful relationships)	To learn about the different sources of health information and how we make informed decisions. (Health and prevention)		Taught in 1 st half of term					
Computing Creating media: <i>webpage creation</i>	Taught in 2 nd half of term							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

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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						

Catholic Partnership Curriculum Map Y6 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 Goodnight Mr Tom – Michelle Magorian						Whole School Project Week	Non-fiction Black and British by David Olusoga				Creative Writing Alma (short film)
Reading Lesson 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		Statistic s
R.E. - Catholic	Branch 3: Galilee to Jerusalem							Branch 4: Desert to Garden				
Visits / Visitors	History: Visitor History Off the Page – Homefront 1940s workshop https://www.historyoffthepage.co.uk/ Theatre visit- West End Production							Visitor – priest in or church visit for Stations of the Cross RE: Visit to church for Stations of the Cross				
								Computing: Visitor from Camden Learning Centre (CLC), ‘Creating Media – 3D modelling’ workshop https://camdenlearning.org.uk/camden-city-learning-centre-clc/ <i>Camden City Learning Centre, Charrington Street, London NW1 1RD</i>				
Science	Animals, including Humans We are learning to identify the main parts of the circulatory system and describe the function of the heart.	Animals, including Humans We are learning to describe the function of blood.	Animals, including Humans We are learning to describe the function of blood vessels.	Animals, including Humans We are learning to describe how nutrients and water are transported in humans.	Animals, including Humans We are learning to investigate heart rate. (planning)	Animals, including Humans We are learning to investigate heart rate. (investigating)		Animals, including Humans We are learning to understand what is meant by a balanced diet.	Animals, including Humans We are learning to recognise how diet affects the way the body functions.	Animals, including Humans We are learning to recognise the benefit of exercise on how the body functions.	Animals, including Humans We are learning to recognise the impact of drugs on how the body functions.	Animals, including Humans We are learning to identify other lifestyle factors that impact how the body functions.

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History Historical study of London post World War 2	We are learning to know the time and place of London post World War 2	To understand the problems Britain faced after World War 2	To know and understand the difficulties faced by the Windrush settlers	To understand what life was like in London during the 1950's	To understand the changes to life in London between the 1940's and 1950's.	To understand the changes to life in London between the 1940's and 1950's.	Taught in 1 st half of term				
Geography How has land use changed over time?	Taught in 2 nd half of term						We are learning to understand and how land is developed	We are learning how old sites can be re-developed	We are learning how transport can be controlled	We are learning how transport affects the environment	We are learning why areas should be conserved
Art and design	Sculpture (Wire Figures) 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.		Printing (Victorian Patterns) 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 to colour and arrange our design.
DT	Electrical Systems (Fairground)										
PE	Gymnastics unit 1 and unit 2 (The PE Hub lesson plans – www.thepehub.co.uk)						Dance (The PE Hub lesson plans – www.thepehub.co.uk)				
PSHCE in addition to weekly lesson							Whole School Project Week- Keeping Safe Studies Workshop- Growing against violence -Anti-gang work Workshop-Internet safety				
PSHCE weekly lesson	To learn about mental health; what	To learn about how feelings and emotions	To identify different tactics someone	To explain what to do if someone tries to	To begin to identify risks and risky	To learn the importance of good sleep.	Taught in 1 st half of term				

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	it means and how we can take care of it. (Mental wellbeing)	are affected and can be managed at changing, challenging or difficult times. (Mental wellbeing)	might use to manipulate another person online. (Online relationships)	pressure or manipulate them. (Online relationships)	behaviour. (Being safe)	(Health and prevention)							
Computing Programming A – <i>Variables in games</i>	Taught in 2 nd half of term							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	
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												

	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				Speech writing	Narrative Wonder- R.J. Palacio		Whole School Project Week	Narrative Wonder- R.J. Palacio (continued)				
Reading Lesson 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	Branch 5: To the ends of the Earth						Branch 6: Dialogue and Encounter						
Visits / Visitors	PSHCE: Visit to Houses of Parliament ‘Adventurers tour of Parliament’ (https://www.parliament.uk/education/) PSHCE: Visit to Camden Citizenship Conference Computing: Visitor from Camden Learning Centre (CLC), ‘Programming B – Sensing (using BBC Microbit)’ workshop https://camdenlearning.org.uk/camden-city-learning-centre-clc/ 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 https://www.kew.org/kew-gardens/school-visits/browse-sessions/key-stage-2 Richmond, TW9 3AB PGL http://www.pgl.co.uk/en PGL Adventure Centre Liddington, Foxhill, Swindon, Wiltshire, SN4 0DZ						
Science	Light We are learning to recognise that light appears to travel in straight lines.	Light We are learning to investigate how light travels using periscopes.	Light We are learning to explain how the way light travels makes us see.	Light We are learning to understand that white light is made up of many colours.	Light We are learning to understand how shadows are formed.	Light We are learning to investigate the shape of shadows.	Electricity We are learning to build and test simple circuits and use recognised symbols to represent these.		Electricity We are learning to investigate the effect of voltage on the brightness of a bulb. (planning)	Electricity We are learning to investigate the effect of voltage on the brightness of a bulb. (investigating)	Electricity We are learning to understand why parts of a circuit can function in different ways.	Electricity We are learning to explain how switches work in a circuit.	

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History 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 st half of term					
Geography What are the geographical features of South America and Asia?	Taught in 2 nd 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
Art and design	Collage and Textiles (Manipulating Fabric and Collaborative Collages) 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.		Digital Media (Digital Collages) 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.		
DT	Structures (Bird House Builders)											
PE	Cricket (The PE Hub lesson plans – www.thepehub.co.uk) Athletics (The PE Hub lesson plans – www.thepehub.co.uk) OAA (residential)						Tennis (The PE Hub lesson plans – www.thepehub.co.uk)					
PSHCE in addition to weekly lessons												
PSHCE weekly lesson	Taught in 2 nd half of term						RHSE UKS2, Module 2, Unit 2,	RHSE UKS2, Module 1, Unit	RHSE UKS2, Module 1, Unit 2,	RHSE UKS2, Module 1, Unit 4,	RHSE UKS2, Module 1, Unit 4,	

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								Session 2 Do you want a piece of cake (TT)	2, Session 2 Girls' bodies (TT)	Session 3 Boys' bodies (TT)	Session 1 Making babies (part 1) (TT)	Session 2 Making babies (part 2) (TT)	
Computing Data and information - <i>Introduction to spreadsheets</i>	To create a data set in a spreadsheet	To build a data set in a spreadsheet	To explain that formulas can be used to produce calculated data	To apply formulas to data	To create a spreadsheet to plan an event	To choose suitable ways to present data		Taught in 1 st 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	Professions	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 syncopation	
Food Tech	Cheesy courgette muffins												