

Simonstone St Peter's C of E Primary School
Curriculum Map 2018-19 Cycle A
Mission Statement – 'Keys to faith and knowledge'



Wherever appropriate, cross curricular links between each subject will be used.

Subject	Class 1 – Themes Houses and Homes Box of Celebrations Family Album Farmyard Hullabaloo Moon Zoom Wild Woods	Class 2 Family Album Fighting Fit Explorers Growth and Green Fingers The Great Outdoors The Place Where I Live	Class 3	Class 4
English	<p>C&L: Children will engage in activities, which promote and develop listening, attention, understanding and speaking skills.</p> <p>English/Literacy:</p> <p>Narrative: Stories with familiar settings, Stories by the same author – Julia Donaldson, Traditional Tales, Stories from other cultures, Stories with fantasy settings and Stories with a repetitive pattern.</p> <p>Non-fiction: Non-chronological reports, Range of non-fiction texts, Recounts, Instructions and Non-fiction texts: booklets.</p> <p>Poetry: Poems on a theme, Traditional rhymes and Poems to</p>	<p>Traditional Tales Recounts Traditional Tales with a Twist Instructions Stories by the same author- Non-chronological reports Classic Stories Stories with familiar settings Non-fiction Texts Traditional Rhymes Letters Poems</p>	<p>Fables Recounts Diaries Poems on a theme Fairy tales. Non-chronological reports Mystery Persuasive letters Poems with a structure/shape A novel as a theme Explanation text Biographies. Classic poetry for performance Playscripts Discussions for and against.</p>	<p>Linked to topic Pendle Witches: Older Literature – Shakespeare (Class Novel - Macbeth – abridged version) Recount: Biography and Autobiography Film and Playscript; Historical Narrative Persuasion. Classic Narrative poetry: The Highwayman Linked to topic Antarctica: Novel as a Theme – The Lion, the Witch and the Wardrobe – C S Lewis. Science Fiction Poems with figurative language Information Texts.</p>

	learn by heart.			Discussion – Formal Debate Linked to topic on the Rainforest: Classic Fiction– The Jungle Book – Rudyard Kipling. Poems – Free Verse; Tyger – William Blake If – Rudyard Kipling Explanations
Maths	Counting, place value, comparing and ordering, estimation, sequences and patterns, solving number problems, understanding addition and subtraction, addition and subtraction facts, mental methods, solving addition and subtraction problems, doubling and halving, length/height, mass, capacity, time, money, solving problems involving money and measures, properties of shape, patterns, position and sorting.	Number & Place value Length, mass/weight, capacity & volume Addition & Subtraction 2D & 3D shape Sequencing & sorting Counting & multiplication Fractions Statistics Money Time Multiplication & Division Position & direction Temperature Difference Sorting	Place value. Decimals. Written addition and subtraction. 2D shape. Time. Mental Multiplication and division. Written multiplication. Length including perimeter. Statistics. Place value. Roman numerals. Negative numbers. Fractions and decimals. Position and direction. Area. Money. Mental multiplication. Written division. 2D shape and position. Addition and subtraction statistics. Counting and sequencing. Fractions and decimals. Fractions and written division. Measures. Volume and capacity and mass. Position and area. Multiplication facts. Time. Place value. Addition, subtraction, multiplication and division. Shape.	Place Value including decimals and fractions; Mental and written addition, subtraction, multiplication and division; 2D and 3D Shape including coordinates, translation and reflection, area, perimeter and volume of shapes; Fractions, percentages, ratio and proportion; Geometry – angles; Statistics – pie charts, line graphs, mean Measurement – time, length, perimeter, mass, area, temperature, volume and capacity; Calculations – including problem solving with fractions, ratio and proportion. Algebra and sequences;
RE	The Bible. Why is it such a special book? Do people of other faiths have Holy Books? My world Jesus' world.	The Bible. Why is it such a special book? Do people of other faiths have Holy Books? My world Jesus' world	Harvest Revisit the Jewish festival of Sukkot Called by God - What is it like to	How and why do Christians read the Bible? How important are holy books in other faiths?

	<p>Christmas – How do we celebrate Jesus’ birthday? Why do Christians perform Nativity plays at Christmas? Diwali and Hanukkah Stories Jesus heard Stories Jesus told Easter - Why do Christians put a cross in an Easter garden? Why is the church a special place for Christians? Where do people of other faiths worship? Special Places – What makes a place special/holy? Special Holy Places Why is baptism special? How do people of other faiths welcome new babies?</p>	<p>Christmas. Why was the birth of Jesus such good news? Diwali and Hanukkah Why does Christmas matter to Christians? Jesus friend to everyone - What is the Good News Jesus brings? Easter. How do symbols help us understand the story? - Why does Easter matter to Christians? Why is the church a special place for Christians? Where do people of other faiths worship? Why is baptism special? How do people of other faiths welcome new babies?</p>	<p>follow God? Christmas. God with us Jesus the man who changed lives What kind of world did Jesus want? Exploring the sadness and Joy of Easter. Why do Christians call the day Jesus died Good Friday? Which rules should we follow? How can following God bring freedom and justice Does everybody follow the same rules? Proverbs</p>	<p>Christmas. The gospels of Matthew and Luke. Why is the Exodus such a significant event in Jewish and Christian history? Jewish festival of Passover is included throughout this unit. Why do Christians celebrate the Eucharist? Easter. Who was Jesus? Who is Jesus? Was Jesus the Messiah? Pentecost, what happened next? When Jesus left what was the impact of Pentecost? Ideas about God What does it mean if God is holy and loving? What names do faiths other than Christianity give to God?</p>
Science	<p>Everyday materials – naming of materials and their properties Human body and senses Healthy Living Ageing – Life cycles Plants – basic structure and observing growth over time Where does our food come from? – local and from around the world Animals – Common animals other than humans and their basic structure Biodiversity Seasonal Changes</p>	<p>Animal Survival and Growth (including Humans) Health Plants Materials Seasonal Change</p>	<p>Animals including humans. Nutrition. Skeletal/muscular system Light, shadows and reflective surfaces Material properties Rock and fossils- Mary Anning. Forces and magnets Plants including growth functions and seed dispersal</p>	<p>Earth and Space Properties and Changes of Materials Living Things and their habitats (Life Cycles and Human Growth) Forces Animals including Humans (Circulatory system/exercise/diet etc)</p>
Computing	<p>UW/Computing: Using technology</p>	<p>E Safety Text and Images</p>	<p>To continue to become familiar with a range of devices, for</p>	<p>Using technology – continuing to increase their typing speed</p>

	<p>Using the internet Modelling and simulations Programming and control Creating and publishing Digital media Using data E-Safety</p>	<p>Use of technology Electronic communication Programming Digital Research</p> <p>Database Presenting information</p>	<p>example tablets, desktop computers, laptops, microphones and cameras. To be encouraged to increasingly make sensible choices about the technology they use to help them work. E- Safety. Using the internet – develop key questions to search for specific information. Communicating and collaborating online. Creating and publishing. Digital media. Using data. Programming and control. Modelling and simulations.</p>	<p>and develop their independence and confidence using devices. Using the internet – become increasingly confident and knowledgeable about search engines; select and combine information to create a presentation linking to a topic. E-Safety – communicating and collaborating online. Digital Media – Use web based on-line tools and iPad apps to create music samples and incorporate them in different projects. Using Data – Spreadsheets; creating databases. Programming and Control – use ‘Scratch’ to plan, design and create basic software. Simulations using Flowoll and Coco.</p>
History	<p>UW/History: Events beyond living memory – Gunpowder Plot and Remembrance Day Changes within living memory – Family history Old and new toys Toys and games around the world Significant people - Neil Armstrong and Tim Peaks</p>	<p>Old and New toys and Games Family history/tree Remembrance Day Explorers Our School</p>	<p>Britain’s settlement by The Anglo Saxons and Scots. Roman withdrawal from Britain. Viking and Anglo – Saxon struggle for the kingdom of England to the time of Edward The confessor.</p>	<p>British and Local History Study – The Pendle Witches. Social history and life in the 1600’s including crime and punishment. Earliest Civilizations – Ancient Egypt. Non- European Society – Mayan Civilization</p>
Geography	<p>UW/Geography: People and their homes – How children go about their daily lives</p>	<p>4 countries of the UK, capital cities and seas Using maps</p>	<p>The local area. Field work. Human and physical features. Compass points. Grid</p>	<p>Mapwork: Use maps, atlases, globes and digital/computer mapping to locate and describe</p>

	<p>in other countries Harvest around the world Small area of the UK - where I live and play UK countries and capital cities Where in the world are you? Small area in a contrasting non-European country – Kenya Seasonal and daily weather</p>	<p>Human and physical features 7 continents and 5 oceans Non-European country – Australia – desert, Ayers Rock Small area of the UK Our school – field work Seasonal Change</p>	<p>references. The world. Locate the world's countries. Physical and human characteristics. Physical geography. Climate zones. A region in a non-European country. Human geography. Types of settlement. Natural resources. Maps, atlases and digital computer mapping.</p>	<p>features studied. Use grid references, symbols and keys from Ordnance Survey maps. Use fieldwork to observe human and physical features in the local area. Climate zones, biomes and vegetation belts of the world including Antarctica and the Amazon Rainforest in South America.</p>
French	<p>Word of the week Greetings</p>	<p>Word of the week Greetings</p>	<p>Greetings. Saying our name. Numbers 0-12. Age. Family. Colours. Numbers 11- 20. Days of the week. Look at me. Songs/stories. Playground games. Months of the year. Using colours. Come to my party. Happy Birthday. Body parts.</p>	<p>En route pour l'école (Journey to School) Notre école (Our School) Monter un café (Creating a café) Numbers to 60; colours; days of the week; months and seasons. Christmas and Easter vocabulary.</p>
DT	<p>EA&D/DT: Structures - stability and strength Food - preparing and combining foods Mechanisms - pop ups and simple card levers</p>	<p>Mechanisms – wheels and axles Food Structures Using templates Cutting and joining materials</p>	<p>Binka bookmarks - sewing Shadow puppets/ Levers and linkages. Textiles –bags Food - Cooking and nutrition 3D mechanisms moving toys</p>	<p>Linked to topic themes: Cooking and Nutrition – around the principles of a healthy and varied diet. Preparing and cooking a range of dishes using various techniques. Knowing where and how a variety of ingredients are grown, reared, caught and processed. Textiles: work linked to Ancient Egypt topic – experimenting with fabrics.</p>

				3D Sculpture. – investigate design and make a sculpture linked to the Pendle Witch topic/Sculpture Trail. Evaluate their ideas and efforts. Look at the work of famous British Sculptors.
Art	EA&D/DT: Drawing Painting Sculpture Collage Printing African Art Famous Artists: Pablo Picasso	Drawing Painting 3D Clay Collage Printing	Anglo Saxon designs. Record and collect information. Graphics packages – Dazzle. Painting, effects, washes and colours. Study of an artist – Klee. Printing, patterns and overlays. Textiles, paste resist work. Viking inspired work. Clay modelling. Collage, tearing, overlapping, layering. Sketch book work. Seasonal activities.	Use sketch books to collect, record, review, revisit and evaluate ideas. Master techniques in sketching and drawing; painting, and sculpture with various materials. Study artists, architects and designers – Edward Munch; Guiseppe Arcimbaldo; Barbara Hepworth; Textiles: Experiment with fabrics to create interesting colours and textures and effects.
Music	EA&D/Music: Listen and respond Explore and create Games Nursery rhymes Action songs Share, learn and perform a range of songs Nativity performance	Using voices expressively singing songs, speaking chants and rhymes Experimenting with and creating musical patterns Listening- experiencing how sounds can be made in different ways Play tuned and untuned instruments Rehearse and perform with others	The children will be taught to understand the interrelated dimensions of music such as pulse, rhythm, pitch and tempo. Listen to and appraise different pieces of music. Play musical games. Sing. Play instruments. Improvise. Compose. Perform. Learn to play he recorder and begin to read music.	Listen and Appraise – listen to a wide range of music from different traditions and from great composers and musicians. Improvise and compose music. Use and understand musical notations. Advanced Rhythm (including polyrhythm skills) Advanced Singing – perform with control and expression solo and in ensembles.
PSHE	PSED/PSHE:	Who am I?	Feelings and emotions. How	Relationships – Friendship

	<p>New Beginnings Getting on and Falling Out Going for Goals Good to be me - listen to others, ask questions, express a view, feel a sense of identity and self-worth, and gain an awareness of others in relation to themselves Relationships Changes</p>	<p>My challenges and goals Having fun outside school My favourite memories Things I like and don't like My feelings and emotions Keeping safe (home, school, on holiday, e-safety) Getting lost Danger</p>	<p>their emotions impact on others and strategies to deal and cope with their own and each others moods. E-safety</p>	<p>Keeping Safe including esafety Making choices Influences Peer pressure Goals and achievements</p>
Global Dimensions:	<p>English – stories from other cultures RE/PSHE Harvest/ Food; Good to be me – celebrating diversity Science - Healthy Living; Ageing – Life cycles; Biodiversity History – Toys and Games around the World. Geography – People and their homes; Where in the World are you? Life in Kenya African Art</p>	<p>Geography - Climate Change RE: Food/Harvest Science/PSHE - Health, Ageing</p>	<p>Science: Health; Ageing; Evolution Anglo Saxons – Migration, Peace and Security RE: Food. Geography – social awareness in a non-European country; environmental issues</p>	<p>The Pendle Witches – Poverty Antarctica – Climate Change; Oceans and the law of the sea Pollution Life as a Journey – Refugees Amazon Rainforest – Food; Fairtrade;</p>
PE	<p>Games (spatial awareness/aiming at a target – throwing) Gymnastics Dance Games (spatial awareness/aiming at a target – kicking) OAA (Outdoor Adventurous Activities) Athletics</p>	<p>Games (passing and receiving skills) Gymnastics Dance Games (bat and ball skills) OAA (Outdoor Adventurous Activities) Athletics</p>	<p>Games- Netball, hockey, Cricket, net/wall games, mini tennis and basket ball. Gymnastics. Swimming. Dance. Outdoor adventurous activities. Athletics.</p>	<p>Swimming and Water Safety; Play competitive games and apply basic principles suitable for attacking and defending. Perform dances using a range of movement patterns. Athletics and Gymnastics - Develop flexibility, strength, techniques, control and balance and demonstrate improvement to achieve their personal best. Use running, jumping, catching and throwing in isolation and in</p>

				<p>combination. Communicate and collaborate with each – learning how to evaluate their own performances and that of others. Take part in Outdoor and Adventurous Activities.</p>
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