

Curriculum Map 2014 – 2015

Please note IPC timings are only guidelines and need to be adapted to fit the term lengths

	Autumn 1 (7 wks)	Autumn 2 (7 wks)	Spring 1 (6 wks)	Spring 2 (5 ½ wks)	Summer 1 (5½ wks)	Summer 2 (7 wks)
<u>EYFS - Nursery</u>						
Topic	All About me	Food	Houses and Homes	Bears /Animals	Plants and Flowers	Clothes
SEAL/PSCHE (follow objectives as set for year group)	New Beginnings	Getting on and falling out	Going for goals!	Good to be me	Relationships	Changes
R.E. (Themes in italics Topics in Bold)	<i>Domestic Church</i> <i>Family</i> Myself God knows and loves each one <i>Other Faiths</i> Judaism (<i>Special Days/ritual objects</i>) Hanukkah	<i>Baptism/Confirmation</i> <i>Belonging</i> Welcome Baptism; a welcome to God's family <i>Advent/Christmas</i> <i>Loving</i> Birthday Looking forward to Jesus' birthday	<i>Local Church</i> <i>Community</i> Celebrating People celebrate in church <i>Eucharist</i> <i>Relating</i> Gathering The parish family gather to celebrate Eucharist	<i>Other Faiths</i> Hinduism (<i>Special Days/ritual objects</i>) Divali <i>Lent/Easter</i> <i>Giving</i> Growing Looking forward to Easter	<i>Pentecost</i> <i>Serving</i> Good News Passing on the Good news of Jesus	<i>Reconciliation</i> <i>Inter-relating</i> Friends Friends of Jesus <i>Universal Church</i> <i>World</i> Our World God's wonderful world

EYFS - Reception

Topic	Family and Friends (3 weeks) Patterns (4 weeks)	Treasure (6 weeks)	Let's Pretend (6 weeks)	Changes (6 weeks)	Up and Away (3 weeks) Sand and Water (carried over to next half term) (3 weeks)	Shopping (6 weeks)
SEAL/PSCHE (follow objectives as set for year group)	New Beginnings	Getting on and falling out	Going for goals!	Good to be me	Relationships	Changes
R.E. (Themes in italics Topics in Bold)	<i>Domestic Church</i> <i>Family</i> Myself God knows and loves each one <i>Other Faiths</i> Judaism <i>(Special Days/ritual objects)</i> Hanukkah	<i>Baptism/Confirmation</i> <i>Belonging</i> Welcome Baptism; a welcome to God's family <i>Advent/Christmas</i> <i>Loving</i> Birthday Looking forward to Jesus' birthday	<i>Local Church</i> <i>Community</i> Celebrating People celebrate in church <i>Eucharist</i> <i>Relating</i> Gathering The parish family gather to celebrate Eucharist	<i>Other Faiths –</i> Hinduism <i>(Special Days/ritual objects)</i> Divali <i>Lent/Easter</i> <i>Giving</i> Growing Looking forward to Easter	<i>Pentecost</i> <i>Serving</i> Good News Passing on the Good news of Jesus	<i>Reconciliation</i> <i>Inter-relating</i> Friends Friends of Jesus <i>Universal Church</i> <i>World</i> Our World God's wonderful world
ICT	2. We can take turns <i>Manipulating objects on screen</i>	10. We can understand instructions <i>Controlling (kitchen) equipment</i>	12. We are talkers <i>Using video cameras to record video clips</i>	7. We can exercise <i>Using digital thermometers & digital timers</i>	20. We are community members <i>Taking photos & recording sound</i>	17. We are designers <i>Controlling a remote control toy</i>

Years 1 and 2

	Autumn 1 (7 wks)	Autumn 2 (7 wks)	Spring 1 (6 wks)	Spring 2 (5 ½ wks)	Summer 1 (5½ wks)	Summer 2 (7 wks)
English	RWI	RWI	RWI	RWI	RWI	RWI
CLPE Literacy and Language	Ruth Miskin Literacy (RWI) For Autumn term		<p>Fiction – Stories with familiar settings <i>Burglar Bill</i></p> <p>Poetry – Patterns on the Page <i>The Works KS1</i></p> <p>Non Fiction – Non Chronological Reports Fiction – Stories about fantasy worlds <i>Where the Wild Things Are</i></p> <p>Non-Fiction – Information Texts <i>The Emperor's Egg</i></p>	<p>Fiction – Extended Stories <i>Babe – Dick King Smith</i></p> <p>Poetry – Really Looking <i>The Works KS1</i></p> <p>Fiction – Different stories by the same author <i>Man on the Moon / Dougal's Deep Sea Adventure</i></p> <p>Poetry – Silly Stuff <i>Silly Poems</i></p> <p>Non-Fiction - Recounts</p>		
Literacy and Language	<p>Fiction - traditional and cultural stories <i>The Rainbow Bird</i> <i>Mufaro's Beautiful Daughters</i></p> <p>Poetry – Silly Stuff <i>Aliens Love Underpants</i></p> <p>Fiction – Unit 1 Lit and Lang Stories with familiar settings</p>	<p>Fiction : Unit 3 Lit and Language Playscripts</p> <p>Non Fiction : Unit 3 Lit and Lang Persuasive Writing</p> <p>Fiction: Character descriptions</p>	<p>Fiction: Unit 5: Stories with a familiar setting</p> <p>Non Fiction: Unit 5 – communication</p> <p>Fiction Unit 6: Fantasy Worlds</p> <p>Non Fiction: Unit 6 – Information texts</p>			

	Non Fiction: Explanations Poetry – a variety of poems on a theme (Christmas) <i>Christmas Poems</i>		Non Fiction: Non Chronological reports			
Extended Writing To be covered in addition to RML	Fiction - stories with familiar settings, to include role play Film Study Non fiction - labels, captions, lists, signs, instructions Poetry – Using Senses <i>ASSESSMENT GUIDED READING</i>		Fiction – Stories about fantasy worlds Different stories, same author Non fiction – Recounts Alphabet/Dictionary work Fact and Fiction Information Texts Poetry – Rhymes with predictable and repetitive patterns		Fiction - Traditional and fairy tales including plays Stories from a range of cultures/ Stories with predictable and patterned language Non Fiction -Explanations Instructions Poetry – Poems on a theme Pattern and rhyme YEAR 2 – SATS	
	Maths Year 1 (see planning framework for sequences)	1.1 Number Sense (3 weeks) 1.2 Additive Reasoning (2 weeks) 1.3 Geometric Reasoning (2 weeks)	1.4 Number Sense (2 weeks) 1.5 Additive Reasoning (2 weeks) 1.6 Number Sense (3 weeks)	1.7 Multiplicative Reasoning (3 weeks) 1.8 Number Sense (3 weeks)	1.9 Additive Reasoning (2 weeks) 1.10 Geometric Reasoning (2 weeks)	1.11 Number Sense (3 weeks) 1.12 Additive Reasoning (3 weeks)

<p>Maths Year 2 (see planning framework for sequences)</p>	<p>2.1 Number Sense (3 weeks)</p> <p>2.2 Additive Reasoning (3 weeks)</p> <p>2.3 Geometric Reasoning (2 weeks)</p>	<p>2.4 Number Sense (2 weeks)</p> <p>2.5 Additive Reasoning (2 weeks)</p> <p>2.6 Number Sense (3 weeks)</p>	<p>2.7 Multiplicative Reasoning (3 weeks)</p> <p>2.8 Number Sense (3 weeks)</p>	<p>2.9 Additive Reasoning (2 weeks)</p> <p>2.10 Geometric Reasoning (3 weeks)</p>	<p>2.11 Number Sense (3 weeks)</p> <p>2.12 Additive Reasoning (3 weeks)</p>	<p>13 Multiplicative Reasoning (3 weeks)</p> <p>1.14 Geometric Reasoning (2 weeks)</p>
<p>R.E. (Themes in italics) Topics in Bold Year 2 curriculum</p>	<p><i>Domestic church</i> <i>Family</i> Beginnings God at every beginning</p> <p><i>Other Faiths</i> Judaism Shabbat</p>	<p><i>Baptism/confirmation</i> <i>Belonging</i> Signs and Symbols Signs and symbols in Baptism</p> <p><i>Advent/Christmas</i> <i>Loving</i> Preparations Advent; preparing to celebrate Christmas</p>	<p><i>Local church</i> <i>Community</i> Books The books used in church</p> <p><i>Eucharist</i> <i>Relating</i> Thanksgiving Mass a special time for saying thank you to God for everything, especially Jesus</p>	<p><i>Other Faiths</i> Hinduism (Prayer, home) Prayer at home Puja</p> <p><i>Lent/Easter</i> <i>Giving</i> Opportunities Lent; an opportunity to start anew in order to celebrate Jesus' new life</p>	<p><i>Pentecost</i> <i>Serving</i> Spread the Word Pentecost, a time to spread the Good News</p>	<p><i>Reconciliation</i> <i>Inter-relating</i> Rules Reasons for rules in the Christian family Sacrament of Reconciliation</p> <p><i>Universal Church</i> <i>World</i> Treasures God's treasure; the world</p>
<p>IPC (includes entry point, knowledge harvest, explaining the theme and exit point for all units)</p>	<p>History – Time travellers (History)</p>	<p>Hooray – let's go on holiday (Geog, History & Art)</p>	<p>The Magic Toymaker (History & D&T)</p>	<p>History – People of the Past (History & Art)</p>	<p>We are what we eat (Geog, History, Art & D&T)</p>	<p>From A to B (Geog, History, Art, D&T)</p>

Science (complete science section of IPC units) New curriculum focus - Year 1	Plants IPC unit – Flowers and Insects (16 hrs)	Animals, including humans ICP unit – Super Humans (12 hrs)		Everyday Materials IPC unit – What's it made of? (16 hrs)	Seasonal Change IPC unit – Earth our Home (22 hrs)	
ICT Class 3 and 4 – Year 1	1.1 We are Treasure Hunters Using programmable toys	1.2 We are TV Chefs Filming a recipe	1.3 We are Painters Illustrating an e-book	1.4 We are Collectors Finding images using the web	1.5 We are Storytellers Produce a talking book	1.6 We are Celebrating Creating a card electronically
ICT Class 5 Year 2	2.1 We are Astronauts <i>Programming on screen</i>	2.2 We are Game Testers <i>Exploring how computer games work</i>	2.3 We are Photographers <i>Taking, selecting, editing images</i>	2.4 We are Researchers <i>Researching a topic</i>	2.5 We are Detectives <i>Communicating clues</i>	2.6 We are Zoologists <i>Recording bug hunt data</i>
PE Outdoor (year 2 focus)	Invasion Games <i>(Touch Down)</i> <i>Wherever possible use tag rugby as the base game. Use foam or leather rugby balls throughout.</i>	Invasion Games <i>(Shoot)</i> <i>Wherever possible use tag rugby as the base game. Use foam or leather rugby balls throughout.</i> Assessment over final 2 to 3 weeks.	Striking/Fielding Games <i>(Beanbag Drop and How Far? – Split 3/3)</i> Assessment in 6th week.	Net Games <i>(Feed Me and Barrier Ball – split 3/3)</i> Assessment in 6th week.	Athletics – Unit 1 <i>(Travelling and Jumping)</i> Continuous assessment during lessons.	Athletics – Unit 1 <i>(Jumping cont'd, Throwing and Relays)</i> Continuous assessment during lessons.
PE Indoor (year 2 focus)	Dance <i>(Lessons 1 to 6)</i>	Dance <i>(Lessons 7 to 12)</i>	Dance <i>(Lessons 13 to 16)</i> Assessment over final 2 to 3 weeks.	Gymnastics <i>(Lessons 1 to 6)</i>	Gymnastics <i>(Lessons 7 to 12)</i>	Gymnastics <i>(Lessons 13 to 16)</i> Assessment over final 2 to 3 weeks.

PSHCE: SEAL	New Beginnings	Getting on and falling out	Going for goals!	Good to be me	Relationships	Changes
Citizenship QCA	Unit 4 - People who help us		Unit 5 – Living in a diverse world		Unit 6 - Developing our school grounds	
Other Areas	Personal Finance	Say no to bullying (SEAL)	Drugs, Alcohol and Tobacco	Nutrition and Physical Activity	Sex and Relationship Education	Safety (at home, outside, on-line)
Music Year 1	Voices	Percussion	Listening	Composition	Instruments	Performing
	How can I use my voice? Exploring pitch and volume. Greeting songs and simple melodies.	Exploring rhythm and timbre. Pulse and tempo. Adding rhythm to songs previously learnt.	Listening and responding to music. How is music used?	Improvisation Exploring sounds How we can change our songs Symbols to represent sound	Exploring percussion instruments, keyboard and guitar and ukulele.	How we present music, different types of concerts. Formal and informal.
Music Year 2	Voices	Percussion	Listening	Composition	Instruments	Performing
	How can I use my voice? Exploring pitch and volume. Rounds and ostinatos	Exploring rhythm and timbre. Pulse and tempo. Adding rhythm to songs previously learnt.	Listening and responding to music. How is music used? When do we hear music in our lives.	Improvisation Exploring sounds How we can change our songs Graphic scores and simple notation	Exploring percussion instruments, keyboard, guitar and ukulele, violin, drum, trumpet.	How we present music, different types of concerts. Formal and informal.

<p>MFL</p>	<p>Basic instructions Greetings Other expressions Polite Expressions Sounds of the Spanish alphabet Numbers 0 -12 Shapes</p>	<p>Colours Simple fruits and veg Christmas</p>	<p>Body parts Face parts Parts of a PE lesson Numbers 13 – 20 Number 0 – 20 Objects in my pencil case</p>	<p>Farm animals and sizes Jungle animals Easter</p>	<p>Geographical location Countries of the UK/Europe Cross curricular study – Science The weather Months and seasons</p>	<p>Holidays Beach holidays and marine animals Summer festivals in Spain Assessment</p>
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Year 3 and 4

	Autumn 1 (7 wks)	Autumn 2 (7 wks)	Spring 1 (6 wks)	Spring 2 (5 ½ wks)	Summer 1 (5½ wks)	Summer 2 (7 wks)
Class 6 and 7 (literacy only)						
English – (Mainly Yr 4 focus)	Fiction – Unit 1 Dilemma Story Non Fiction - Unit 1 Information Texts Fiction –Unit 2 Poetry Non Fiction –Unit 2 Journalistic recounts		Fiction – Unit 3 Narrative verse Non Fiction – Unit 3 Explanation Texts Fiction – Play scripts Non Fiction- Evaluating Evidence		Fiction – Unit 5 Stories with a historical setting Non Fiction : Newspapers Fiction: Stories from another culture Non Fiction: Persuasive writing	
Grammar	Inverted commas Paragraphs		Adverbials including fronted adverbials Plurals, possession and apostrophes		Standard English Nouns and pronouns	
Big Writing (Mainly Year 3 Focus)	<i>Fiction: Stories with familiar settings</i> <i>Non Fiction: Reports</i> <i>Poetry: - Poems to perform</i>		Fiction: Adventure and mystery Non Fiction: Non-fiction 2 - Instructions		Fiction: Narrative 4 - Authors and letters Non-fiction 3 - Information texts	

		Poetry 2 - Shape poems and calligrams			Poetry 3 - Language play	
Additional Year 3 Grammar	Adverbs and adverbials Inverted commas Headings and sub headings Adverbs of time		Determiners a and an Conjunctions Adverbs and adverbials Prefixes		Adverbs and word families Sentences Perfect tense Prepositions Paragraphs	
Maths Year 3 (see planning framework for sequences)	3.1 Number Sense (3 weeks) 3.2 Additive Reasoning (3 weeks)	3.3 Multiplicative Reasoning (3 weeks) 3.4 Geometric Reasoning (2 weeks) 3.5 Number Sense (2 weeks)	3.6 Additive Reasoning (3 weeks) 3.7 Number Sense (3 weeks)	3.8 Multiplicative Reasoning (4 weeks) 3.9 Geometric Reasoning (2 weeks)	3.10 Number Sense (2 weeks) 3.11 Additive Reasoning (3 weeks)	3.12 Number Sense (2 weeks) 3.13 Multiplicative Reasoning (3 weeks) 3.14 Geometric Reasoning (2 weeks)
Maths Year 4 (see planning framework for sequences)	4.1 Number Sense (3 weeks) 4.2 Additive Reasoning (3 weeks)	4.3 Multiplicative Reasoning (3 weeks) 4.4 Geometric Reasoning (2 weeks) 4.5 Number Sense	4.6 Additive Reasoning (3 weeks) 4.7 Number Sense (3 weeks)	4.8 Multiplicative Reasoning (3 weeks) 4.9 Geometric Reasoning (2 weeks)	4.10 Number Sense (2 weeks) 4.11 Additive Reasoning (3 weeks)	4.13 Multiplicative Reasoning (3 weeks) 4.14 Geometric Reasoning (2 weeks)

		(2 weeks)				
<p>R.E. (Themes in italics Topics in Bold) Year 4 curriculum</p>	<p><i>Domestic Church</i> <i>Family</i> People The family of God in scripture</p> <p>Other Faiths - Judaism Torah</p>	<p><i>Baptism/</i> <i>confirmation</i> <i>Belonging</i> Called Confirmation; a call to witness</p> <p><i>Advent/Christmas</i> <i>Loving</i> Gift God's gift of love and friendship in Jesus</p>	<p><i>Local Church</i> <i>Community</i> Community Life in the local Christian community: ministries in the parish</p> <p><i>Eucharist</i> <i>Relating</i> Giving and Receiving Living in Communion</p>	<p>Other Faiths Hinduism (Holy books) Bhagavad-Gita</p> <p><i>Lent/Easter</i> <i>Giving</i> Self-Discipline Celebrating growth to new life</p>	<p><i>Pentecost</i> <i>Serving</i> New life To hear and live the Easter message</p>	<p><i>Reconciliation</i> <i>Inter-relating</i> Building Bridges Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation</p> <p><i>Universal Church</i> <i>World</i> God's People Different saints show people what God is like</p>
<p>IPC (includes entry point, knowledge harvest, explaining the theme and exit point for all units)</p>	<p>History – Scavengers and Settlers (History, Art)</p>	<p>Different places, similar lives (History, Geog, D&T)</p>	<p>History – Temples, tombs and treasures (History, Art)</p>	<p>Gateways to the world (Geog, Art, D&T)</p>	<p>The generation game (Art, History, D&T)</p>	<p>Active planet (Geog, D&T, History, Art)</p>
<p>Science (complete science section of IPC units) New curriculum focus - Year 3</p>	<p>Plants IPC unit – Land, sea and sky (24 hrs)</p>	<p>Light IPC unit – Turn it up (10 hrs)</p>	<p>Animals, including humans IPC unit – How</p>	<p>Plants IPC unit – Let's Plant It! (12 hrs)</p>	<p>Forces and Magnets IPC unit – Feel the Force</p>	<p>Rocks IPC unit – Active Planet (12 hrs)</p>

			Humans Work (12 hrs)		(10 hrs)	
ICT (Year 3 Focus)	3.1 We are Programmers Programming an animation	3.2 We are Bug Fixers Finding & correcting bugs in programs	3.3 We are Presenters Shooting an editing video	3.4 We are Network Engineers Find out how school network works	3.5 Communicators Collaborating by email and teleconference	3.6 Opinion Pollsters Create a survey & analyse the results
P.E. Outdoor (year 4 curriculum)	Invasion Games (Dots and Dashes) <i>Wherever possible use tag rugby as the base game. Use foam or leather rugby balls throughout.</i>	Invasion Games (Dots and Dashes) <i>Wherever possible use tag rugby as the base game. Use foam or leather rugby balls throughout.</i> Assessment over final 2 to 3 weeks.	Striking/Fielding Games (Zone Ball, Pass, Pass, Pass and Name the Game – Split 3/2/1) Assessment in 6th week.	Net Games (Tiny Tennis, What Game – Split 4/2) Assessment in 6th week.	Athletics – Unit 2 (Travelling and Throwing) Continuous assessment during lessons.	Athletics – Unit 2 (Throwing cont'd, jumping and relays) Continuous assessment during lessons.
P.E. Indoor (year 4 curriculum)	Dance (Lessons 1 to 6)	Dance (Lessons 7 to 12)	Dance (Lessons 13 to 16) Assessment over final 2 to 3 weeks.	Gymnastics (Lessons 1 to 6)	Gymnastics (Lessons 7 to 12)	Gymnastics (Lessons 13 to 16) Assessment over final 2 to 3 weeks.
PSCHE: SEAL	New Beginnings	Getting on and falling out	Going for goals!	Good to be me	Relationships	Changes
Citizenship	Unit 9 – Respect for Property		Unit 10 - Local Democracy for young citizens		Unit 11 - in the media – what's in the news?	

Other Areas	Personal Finance	Say no to bullying (SEAL)	Drugs, Alcohol and Tobacco	Nutrition and Physical Activity	Sex and Relationship Education	Safety (at home, outside, on-line)
Music Year 3	Voices	Percussion	Melody	Composition	Instruments	Performing
	Exploring pitch and volume. Rounds and ostinatos. Reading simple notation	Layering rhythms. Different accents for different genres. Reading rhythms.	Playing melodies with the ukulele. Playing melodies to backing tracks. Recognising phrases.	Improvisation Exploring sounds How we can change our songs Graphic scores and simple notation	Exploring percussion instruments, keyboard, guitar and ukulele, violin, drum, trumpet.	How we present music, different types of concerts. Formal and informal.
Music Year 4	Voices	Percussion	Melody	Composition	Instruments	Performing
	Exploring pitch and volume. Rounds and ostinatos	Exploring rhythm and timbre. Pulse and tempo. Adding rhythm to songs previously learnt.	Listening and responding to music. How is music used? When do we hear music in our lives.	Improvisation Exploring sounds How we can change our songs Graphic scores and simple notation	Exploring percussion instruments, keyboard, guitar and ukulele, violin, drum, trumpet.	How we present music, different types of concerts. Formal and informal.

<p>MFL</p>	<p>Short dialogue including greetings to ask and answer the question "How are you?" Extend a dialogue with questions relating to personal information Introduce 3rd person Colours and basic descriptions Recreate and label painting by a Spanish artist Days of the Week Describe the weather on different days of the week</p>	<p>Describe weather in different regions and countries Numbers 0 – 12 Numbers 0 – 21 and simple sums in Spanish Months of the year Identify when somebody's birthday is To understand how the Spanish celebrate Christmas</p>	<p>Consolidate numbers 0 – 31 and say the date Classroom objects At the shop</p>	<p>Express likes and dislikes about colours/months of the year 1st and 3rd person Words for different countries and nationalities To ask and answer the question "where is he/she from?" Explore gender and negative forms Body parts Plural formation Vocab for face parts Plural formation Gender formation</p>	<p>To explore gender formation in Spanish To explore Spanish speaking culture To learn the names of sports and hobbies To understand well known stories in Spanish</p>	<p>To learn about Spanish food and how to order snacks Going on holiday End of year assessment</p>
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Year 5 and 6

	Autumn 1 (7 wks)	Autumn 2 (7 wks)	Spring 1 (6 wks)	Spring 2 (5 ½ wks)	Summer 1 (5½ wks)	Summer 2 (7 wks)
Class 8 & 9 (literacy only)						
English (Mainly Yr 5 focus)	Fiction – Unit 1 Myths Non Fiction - Unit 1 Instructions Fiction –Unit 2 A modern retelling of a myth/ dilemma story Non Fiction –Unit 2 Recounts	Fiction – Unit 3 Poetic Style Non Fiction – Unit 3 Persuasive Writing Fiction – Unit 4 Stories by significant children’s authors Non Fiction- Unit 4 -Biography and auto biography	Fiction – Unit 5 Stories from another culture Non Fiction: Unit 5 -Non chronological reports Fiction: Unit 6 –Dramatic conventions Playscripts Non Fiction: Unit 6 Discussion Texts			
Grammar	Devices to build cohesion within a paragraph Linking ideas across paragraphs Relative clauses	Model verbs Adverbs of possibility Brackets, dashes or commas to indicate parenthesis	Converting nouns or adjectives into verbs using suffixes Verb prefixes Use of commas to clarify meaning or avoid ambiguity			
Big Writing (Mainly Year 3	Fiction: Stories with familiar settings Non Fiction: Reports Poetry: - Poems to perform	Fiction: Adventure and mystery Non Fiction: Non-fiction 2 - Instructions Poetry 2 - Shape poems and calligrams	Fiction: Narrative 4 - Authors and letters Non-fiction 3 - Information texts			

Focus)			Poetry 3 - Language play
Additional Year 4 grammar	Inverted commas Paragraphs	Adverbials including fronted adverbials Plurals, possession and apostrophes	Standard English Nouns and Pronouns
Years 5 and 6 Class 10 and 11			
English (Mainly year 6 focus)	Fiction – Unit 1 Legends Non Fiction - Unit 1 Journalistic Writing Fiction –Unit 2 The power of imagery Non Fiction –Unit 2 Argument	Fiction – Unit 3 Fiction genres Non Fiction – Unit 3 Formal/impersonal writing Fiction – Unit 4 Stories with flashbacks Non Fiction- Unit 4 –Biography and autobiography	Fiction – Unit 5 Narrative and plays Non Fiction: Unit 5 –Persuasive texts Fiction: Unit 6 –Authors and texts Non Fiction: Unit 6 Explanations
Grammar	Expanded noun phrases Semi-colons and dashes Punctuation of bullet points Layout devices to structure text	Informal and formal speech and writing, subjunctive Passive voice Formal and informal vocabulary	Hyphens to avoid ambiguity Linking ideas across paragraphs using a wide range of cohesive devices
Big Writing (Mainly Year 5 Focus)	Narrative 1 - Novels and stories by significant children's authors Non-fiction 1 - Instructions	Narrative 2 - Traditional stories, fables, myths and legends Non-fiction 2 - Recounts	Narrative 3 - Stories from other cultures Non-fiction 3 - Persuasive writing

	Poetry 1 - Poetic style		Narrative 5 - Film narrative		Narrative 6 - Dramatic Conventions	
	Narrative 4 - Older literature		Poetry 2 - Classic narrative poetry		Poetry 3 - Choral and performance	
Additional year 5 grammar	Devices to build cohesion within a paragraph Linking ideas across paragraphs Relative clauses		Model verbs Adverbs of possibility Brackets, dashes or commas to indicate parenthesis		Converting nouns or adjectives into verbs using suffixes Verb prefixes Use of commas to clarify meaning or avoid ambiguity	
Maths Year 5 (see planning framework for sequences)	5.1 Number Sense (3 weeks)	5.3 Multiplicative Reasoning (3 weeks)	5.6 Additive Reasoning (3 weeks)	5.8 Multiplicative Reasoning (3 weeks)	5.10 Number Sense (2 weeks)	5.12 Number Sense (2 weeks)
	5.2 Additive Reasoning (3 weeks)	5.4 Geometric Reasoning (2 weeks)	5.7 Number Sense (2 weeks)	5.9 Geometric Reasoning (2 weeks)	5.11 Additive Reasoning (3 weeks)	5.13 Multiplicative Reasoning (3 weeks)
		5.5 Number Sense (2 weeks)				5.14 Geometric Reasoning (3 weeks)
Maths Year 6 (see planning framework for sequences)	6.1 Number Sense (3 weeks)	6.3 Multiplicative Reasoning (3 weeks)	6.6 Additive Reasoning (3 weeks)	6.8 Multiplicative Reasoning (3 weeks)	6.10 Number Sense (2 weeks)	6.12 Number Sense (2 weeks)
	6.2 Additive Reasoning (3 weeks)	6.4 Geometric Reasoning (2 weeks)	6.7 Number Sense (2 weeks)	6.9 Geometric Reasoning (2 weeks)	6.11 Additive Reasoning (3 weeks)	6.13 Multiplicative Reasoning (3 weeks)

		6.5 Number Sense (2 weeks)				6.14 Geometric Reasoning (3 weeks)
R.E. <i>(Themes in italics)</i> Topics in Bold) Year 6 Curriculum	<i>Domestic Church</i> <i>Family</i> Loving God who never stops loving <i>Other Faiths</i> Judaism <i>Rosh Hashanah,</i> <i>Yom Kippur</i>	<i>Baptism/</i> <i>Confirmation</i> <i>Belonging</i> Vocation and Commitment The vocation of priesthood and religious life <i>Advent/Christmas</i> <i>Loving</i> Expectations Jesus born to show God to the world	<i>Local Church</i> <i>Community</i> Sources The Bible, the special books for the Church <i>Eucharist</i> <i>Relating</i> Unity Eucharist enables people to live in communion	Other Faiths - Hinduism (<i>Belonging and values</i>) Karma <i>Lent/Easter</i> <i>Giving</i> Death and New Life Celebrating Jesus' death and resurrection	<i>Pentecost</i> <i>Serving</i> Witnesses The Holy Spirit enables people to become witnesses	<i>Reconciliation</i> <i>Inter-relating</i> Healing Sacrament of the Sick <i>Universal Church</i> <i>World</i> Common Good Work of the worldwide Christian family
IPC (includes entry point, knowledge harvest, explaining the theme and exit point for all units)	Express Yourself (Art, D&T and Society)	Weather and Climate (Geog & D&T)	Moving People (Geog & History)	Here and now, there and then (History & Geog)	History – The Great, the Bold and the Brave! (History & Art)	Going Global (History, Geog & D&T)
Science (complete)	Living things and their habitats	Animals, including humans	Properties and changes of	Earth and Space IPC unit – Space	Forces IPC unit –	Plants IPC unit – Let's

science section of IPC units) New curriculum focus - Year 5	IPC unit- Extreme Survivors (24 hrs)	IPC unit – Being Human (10 hrs) (incl D&T)	materials IPC unit – Bake it (10 hrs)	Explorers (24 hrs)	Fascinating Forces (10hrs)	Plant it! (12 hrs)
ICT (Year 5 Focus)	5.1 We are game developers Develop and interactive game	5.2 We are Cryptographers Cracking codes	5.3 We are artists Creating geometrical art	5.4 We are Web Developers Creating an e-safety website	5.5 We are Bloggers Creating and writing a blog page	5.6 We are Architects Creating a virtual space
P.E. Outdoor (year 6 curriculum)	Invasion Games (Shoot the Ball/Target Three/Mini Games, split across whole term as Lesson Plan) Wherever possible use tag rugby as the base game. Use foam or leather rugby balls throughout.	Invasion Games (Shoot the Ball/Target Three/Mini Games, split across whole term as Lesson Plan) Wherever possible use tag rugby as the base game. Use foam or leather rugby balls throughout. Assessment over final 2 to 3 weeks.	Striking/Fielding Games (Mini Rounders/Mini Cricket, split 3/3) Assessment in 6th week.	Net Games (Solo Tennis) Assessment in 6th week.	Athletics – Unit 3 (Throwing and Jumping) Continuous assessment during lessons.	Athletics – Unit 3 (Jumping cont'd, Travelling and Relays) Continuous assessment during lessons.
P.E. Indoor (year 6 curriculum)	Dance (Lessons 1 to 6)	Dance (Lessons 7 to 12)	Dance (Lessons 13 to 16) Assessment over final 2 to 3 weeks.	Gymnastics (Lessons 1 to 6)	Gymnastics (Lessons 7 to 12)	Gymnastics (Lessons 13 to 16) Assessment over final 2 to 3 weeks.
PSCHE:	New Beginnings	Getting on and	Going for goals!	Good to be me	Relationships	Changes

SEAL		falling out				
Citizenship	Unit 10 – Local democracy for young citizens		Unit 11 - In the media – what's the news?		Unit 12 – Moving on	
Other Areas	Personal Finance	Say no to bullying (SEAL)	Drugs, Alcohol and Tobacco	Nutrition and Physical Activity	Sex and Relationship Education	Safety (at home, outside, on-line)
Music Year 5	Voices	Rhythm	Listening	Composition	Instruments	Performing
	Singing in 2 part harmony. Beat boxing. Vocal graphic scores	Layering rhythms. Common rhythms found in genres. Recognising 2/4 $\frac{3}{4}$ and 4/4 time signatures.	Creating a timeline of musical genres from medieval to pop.	Writing melodies in traditional notation.	Recognise instrument families by ear. Understanding how instruments produce sound.	Performance technique and stage presence.
Music Year 6	Voices	Rhythm	Listening	Composition	Instruments	Performing
	Singing in 3 part harmony. Recognising genres by style of vocal technique.	Body percussion, rhythm layering, performing rhythms specific to genres	Exploring an emotional response to music.	Chords 1 4 and 5. Writing a melody to match a base line.	Recognise instruments commonly used by genres. Understand basic playing technique of instrument families.	For ensembles and gain independent performing skills.
MFL	Short dialogue including greetings to ask	Describe weather in different regions and countries	Consolidate numbers 0 – 31 and say the date	Express likes and dislikes about colours/months of	To explore gender formation in Spanish To explore Spanish	To learn about Spanish food and how to

	<p>and answer the question “How are you?” Extend a dialogue with questions relating to personal information Introduce 3rd person Colours and basic descriptions Recreate and label painting by a Spanish artist Days of the Week Describe the weather on different days of the week</p>	<p>Numbers 0 – 12 Numbers 0 – 21 and simple sums in Spanish Months of the year Identify when somebody’s birthday is To understand how the Spanish celebrate Christmas</p>	<p>Classroom objects At the shop</p>	<p>the year 1st and 3rd person Words for different countries and nationalities To ask and answer the question “ where is he/she from?” Explore gender and negative forms Body parts Plural formation Vocab for face parts Plural formation Gender formation</p>	<p>speaking culture To learn the names of sports and hobbies To understand well known stories in Spanish</p>	<p>order snacks Going on holiday End of year assessment</p>
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