

Curriculum Map (Yrs 1 – 6) 2018-19

| Planned half term | ILP | Art & design | Computing | Design & technology | Geography | History | Music | PE | PSHE | Science |
|-------------------|--|---|---|--|---|---|---|---|--|---|
| Year 1 | | | | | | | | | | |
| Autumn 1 | Paws, Claws & Whiskers (main focus: Art & Design) | Talking about Art; Drawing; Collage; Model making; Painting; Sculpture; Animal masks and products | Retrieving images; Photography; Using presentation software | Designing labels; Designing and making animal enclosures | Using and making maps; Describing physical features | Discrete | Animal songs | Animal movement and dance | Caring for animals | Animals (including humans); Working scientifically |
| Autumn 2 | Bright Lights, Big City (main focus: Geography) | Discrete | Searching the web; Digital images; Algorithms; Logical reasoning; Creating and debugging programs; Common uses of information technology; Communication; Esafety; Stop-motion animation | Exploring mechanisms; Constructing moving models; Understanding where food comes from; Design and make souvenirs; Models of London landmarks | Countries and capital cities of the UK (London focus); Using locational language; Using maps; Geographical similarities | The Great Fire of London | Traditional songs and nursery rhymes | Discrete | Active citizens | Everyday materials; Working scientifically |
| Spring 1 | Superheroes (main focus: PE) | Drawing and modelling superheroes | Downloading photographs and images; E-safety; Animation | Superfoods; Mask-making | Discrete | Historical heroes/heroines | Creating digital superhero sounds | Superhero action movements; Dance; Agility and strength | Recognising good and bad choices; Keeping safe; Making a positive contribution | Human body parts and senses; Eating healthily; Working scientifically |
| Spring 2 | Splendid Skies (main focus: Science) | Collage and painting | Discrete | Discrete | Seasonal and daily weather patterns | Significant individuals - Sir Francis Beaufort | Weather sounds and songs | Dance | Discrete | Seasonal changes |
| Summer 1 | Moon Zoom! (main focus: D & T) | Models of the Solar System | Drawing software; Algorithms; Email; Photo stories | Design and make spacethemed vehicles; Evaluating toys; Using mechanisms | Satellite images | Significant people - Astronauts; Changes within living memory | Space sounds; Space-themed songs | Dance | Aspirations and goal setting | Properties of everyday materials; Working scientifically |
| Summer 2 | Rio de Vida (main focus: Music) | Carnival masks and headdresses; Collage | Digital animations | Carnival instruments; Flag making; Recipes | Locating countries and cities; Comparing areas of UK with Rio | Discrete | Carnival music; Percussion; Song lyrics | Dance; Football; Athletics | Special times; Understanding differences; What is fair and unfair? | Discrete |

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| Year 2 | | | | | | | | | | |
| Autumn 1 | Muck, Mess and Mixtures (main focus : Art & Design) | Printing; Food landscapes; Mixed media pictures and collages; Colour mixing; Using Clay | Stop motion animation; Digital photography and presentations | Food tasting; Origins of food; Healthy meals; Following recipes; Designing an outdoor kitchen | Discrete | Discrete | Discrete | Discrete | Safety around medicines and household products | Everyday materials; Working scientifically |
| Autumn 2 | Towers, Tunnels and Turrets (main focus: D & T) | Sculpture using natural materials | Create castles using drawing software | Making models of towers, bridges and tunnels | Amazing structures around the world; Towers and bridges in the local area | Castles and castle life; Significant individuals - Isambard Kingdom Brunel | Discrete | Defend and attack games; Balance and co-ordination | Dilemmas | Living things and their habitats; Use of everyday materials; Working scientifically |
| Spring 1 | Land Ahoy! (main focus: Geography) | Observational drawing; Printing | Programming; Using presentation software | Mechanisms; Structures | Using and making maps; Location knowledge; Using and giving directions | Significant historical people - Captain James Cook, Grace Darling; Famous pirates | Sea shanties | Discrete | Feeling positive about themselves | Everyday materials; Working scientifically |
| Spring 2 | The Scented Garden (main focus: Science) | Observational drawing; Sculpture; Flower-pressing | Present information | Making fragrant products | Plants in the local environment; Plants of the World | Discrete | Action rhymes | Discrete | Discrete | Plants |
| Summer 1 | Wriggle and Crawl (main focus: Science) | Observational drawing; Model making | Creating and debugging programs; Algorithms; Uses of ICT beyond school; Stop motion animation; Logical reasoning; Digital Presentations | Origins of food; Selecting natural materials | Fieldwork | Discrete | Play tuned and untuned instruments | Dance | Feeling positive | Living things and their habitats; Animals, including humans; Working scientifically |
| Summer 2 | Beat Band Boogie (main focus: Art) | Large-scale painting | Audio recording | Making percussion instruments | Making sketch maps | Discrete | Percussion; Listening; Improvising; Using voices | Dance | Discrete | Sound; Working scientifically |

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| Year 3 | | | | | | | | | | |
| Autumn 1 | Tribal Tales (main focus: History) | Neolithic art; Clay beakers; Iron Age jewellery | Discrete | Tool design and making; Building structures | Fieldwork; Human and physical geography; Using maps and aerial images | Prehistoric Britain from the Stone Age to Iron Age | Discrete | Discrete | Thinking about the lives of others | Plants; Light; Working scientifically |
| Autumn 2 | Tremors (main focus: Geography) | Sculpture; Photography | Presenting information | Structures | Volcanoes and earthquakes | Ancient Rome - Pompeii | Composition | Outdoor and adventure challenges | Topical issues | Rocks |
| Spring 1 | Scrumdiddlyumptious! (main focus: D & T) | Sculpture | Web searches; Emails | Cooking and nutrition | Food miles and fair trade | Significant individuals - James Lind | Vegetable orchestra | Exercise | Discrete | Nutrition |
| Spring 2 | Predator! (main focus: Science) | 3-D scale models | Algorithms; Flow diagrams; Online research; Using logical reasoning; Graphics software; Digital presentations | Selecting and using materials (collage and textiles) | Fieldwork; Using maps to locate countries and continents | Discrete | Discrete | Comparing performances; Competitive games (attack and defence tactics) | Discrete | Food chains; Fossils; Plant parts and functions; Water transportation in plants; Skeletal systems; Working scientifically |
| Summer 1 | Mighty Metals (main focus: Science) | Embossed pattern and pictures; Making jewellery | Creating spreadsheets; Using presentation software | Product evaluation; Using research to inform design; Selecting materials; Making vehicles; Building an Iron Man; Using electrical circuits | Discrete | Discrete | Performing using metal objects for instruments | Using PE equipment to explore forces | Discrete | Forces and magnets; Working scientifically |
| Summer 2 | Gods and Mortals (main focus: History) | 3-D sculpture; Greek art and design | Using presentation software | Moving parts; Model making | Ancient and modern day Greece; Geographical features; Using maps | Ancient Greece | Discrete | Athletics; Battle formation; Dance | Resolving differences | Discrete |
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| Year 4 | | | | | | | | | | |
| Autumn 1 | Traders and Raiders (main focus: History) | Patterns and print making; Sketch books | Animation; Digital images | Jewellery and weapon making; Models of Anglo-Saxon homes; Clay rune stones | Using maps; Settlements; Europe | Anglo-Saxons and Vikings | Singing and composing lyrics | Competitive games; Attack and defence skills | Discrete | Discrete |

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| Autumn 2 | Blue Abyss (main focus: Art & Design) | Observational drawing; 3-D models; Clay sculpture; Anthony Gormley – Another Place; Batik art; Printing; Famous seascapes | Programming; Video editing; Multimedia presentations | Submarine design; Working models | Seas and oceans of the world; The Great Barrier Reef; Environmental issues | 19th century ocean exploration | Discrete | Discrete | Discrete | Living things and their habitats; Animals, including humans; Working scientifically |
| Spring 1 | Road Trip USA! (main focus: Geography) | Native American dream catchers; Weaving; Journey sticks | Collaborative databases and spreadsheets; Using logical reasoning; Writing programs; Effective online research; Digital presentations | Preparing US dishes; Model making; Totem pole design | Using world and US maps; Human and physical geography | Native Americans | Traditional and cultural music | Discrete | Expressing opinions; Stereotypes and discrimination | Electricity |
| Spring 2 | Playlist (main focus: Music) | Music-inspired art | Digital recordings | Making instruments | Location of countries | Discrete | Music of the 20th century | Dance | Discrete | Sound |
| Summer 1 | Potions (main focus: Science) | Design; Clay work; Crayon art; Photography | Presenting information | Product development | Discrete | Historic use of potions | Improvising | Dance | Discret | States of matter |
| Summer 2 | Misty Mountain Sierra (main focus: Geography) | Clay modelling; Weaving | Satellite mapping; Using GPS devices; 2-D animation; Online research | Discrete | Using maps; Human and physical geography | Discrete | Writing song lyrics | Orienteering | Facing new challenges; Mountain safety | States of matter; Working scientifically |
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| Year 5 | | | | | | | | | | |
| Autumn 1 | Alchemy Island (main focus: Music) | Discrete | Digital photography; Debugging programs; Gaming | Electrical circuits; Designing a board game | Map reading; Using coordinates; Human and physical features | Discrete | Composing; Recording and editing software; Atmospheric music; Graphic scores | Discrete | Discrete | Properties and changes of materials; Working scientifically |
| Autumn 2 | Off with Her Head! (main focus: History) | Portraits; Sketching Tudor | Research; Data handling; Presentation | Discrete | Historic maps | The Tudors | Tudor music; Composition | Tudor dance | Rules and consequence | Discrete |

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| | | fashions; 3-D modelling | | | | | | | | |
| Spring 1 | Stargazers (main focus: Science) | Printing; Design | Programming; Stop-frame animation | Selecting materials; Design research; Structures; Evaluation | Locating physical features | Significant individuals - Galileo Galilei, Isaac Newton; 1960's Space Race | Space- inspired music and lyrics | Dance | Discrete | Earth and space; Forces; Working scientifically |
| Spring 2 | Time Traveller (main focus: Art & Design) | Photography; Great artists - Andy Warhol, Salvador Dali; Collage | Digital portraits; Data logging; Online research | Selecting materials | Changes in the local community | Changes over the last century | Discrete | Timing physical activity | Body changes approaching puberty; Meeting and talking with people; Reflecting on spiritual, moral, social and cultural issues; Setting personal targets; Feeling positive | Animals (including humans); Living things and their habitats; Working scientifically |
| Summer 1 | Pharaohs (main focus: History) | Drawing artefacts; Headwear; Hieroglyphic amulets | Discrete | Clay water carriers; Egyptian food; Model tombs and pyramids | Human and physical Features of Egypt; The River Nile; Tourism | Ancient Egypt | Discrete | Discrete | Moral issues; Customs and beliefs; Role- playing Egyptian Citizens | Discrete |
| Summer 2 | Scream Machine (main focus: Science) | Photography and image editing | Digital photography; Creating digital maps; Effective online research; Logical reasoning and algorithms; Safe and respectful use of technology; Online discussion; Digital posters | Ride design; Programming models; Mechanical systems; Working models; Evaluation; Food | Theme parks in the UK and overseas | Discrete | Discrete | Discrete | Discussion and debate | Forces; Properties of everyday materials; Mechanisms; Working scientifically |
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| Year 6 | | | | | | | | | | |
| Autumn 1 & Autumn 2 | A Child's War (main focus: History) | Discrete | Using search technologies; Using presentation software | Following recipes; Building structures | Human geography; Cities of the UK | The Second World War | Listening, performing and composing | Competitive games; Dance | Empathising with people in different times | Discrete |

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| Spring 1 | Frozen Kingdom (main focus: Geography) | Photography; Painting; Block printing | Collecting, evaluating and presenting information | Building an igloo | Features of the polar regions | Emigration and exploration in the early 1900s | Soundscapes | Outdoor adventure; Orienteering | Care of the environment | Living things and their habitats |
| Spring 2 | ID (main focus: Science) | Portraiture and figurines | Select, use and combine a variety of software; Photo stories; E-safety | Using tools; Design; Fashion and clothing | Local community/Where I live | Social reformers | Appraising; Listening to voices | Physical challenges | Identity, personal views and opinions; My place; Recognising strengths | Classification; Families and inheritance; Working scientifically |
| Summer 1 | Tomorrow's World (main focus: Computing) | Logo design | Effective and safe online research; Computer networks; Algorithms; Using logical reasoning; Downloading music; Website design; 'Text' language | Key individuals in design and technology; Assistive technologies; Programming, monitoring and controlling products; Website header design; Product design | Discrete | History of computing | Discrete | Discrete | Jobs of the future; Explaining opinions | Light; Electricity |
| Summer 2 | Gallery Rebels (main focus: Art & Design) | Great artists of the 19th and 20th centuries | Collecting, evaluating and presenting information | Selecting and using tools and materials | Locational knowledge | Discrete | Listening, improvising and composing | Dance | Discrete | Light |