

## CURRICULUM MAP

We plan our teaching on a two year cycle so that teachers can work together on topics and the children will therefore receive more creative lessons.

At present in the Year 2015-2016, we are teaching the Year B curriculum. Next year 2016-2017 we will be teaching the Year A curriculum.

### CURRICULUM OVERVIEW YEAR A

CLASS AND BIG QUESTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NURSERY and RECEPTION	Seasonal changes OURSELVES- OUR BODY	Seasonal changes OURSELVES- CELEBRATIONS Uses of everyday materials	Seasonal changes NATURE DETECTIVES- MINI BEASTS	Seasonal changes NATURE DETECTIVE- PLANTS	Seasonal changes DINOSAURS	Seasonal changes FAMILIES AND JOURNIES

### CURRICULUM OVERVIEW YEAR B

CLASS AND BIG QUESTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NURSERY and RECEPTION	Seasonal changes ALL ABOUT ME	Seasonal changes ALL ABOUT ME	Seasonal changes LAND AND SEA	Seasonal changes LAND AND SEA	Seasonal changes Uses of everyday materials PEOPLE WHO HELP US	Seasonal changes THE WORLD AROUND US

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### CURRICULUM OVERVIEW YEAR A

CURRICULUM OVERVIEW YEAR A

CLASS AND BIG QUESTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1 AND YEAR 2	<p>SC (yr 1): Everyday materials</p> <p>SC (yr 2): Uses of everyday materials</p> <p>THE GREAT FIRE OF LONDON AND THE PLAGUE</p>	<p>SC: (yr 1) Seasonal changes</p> <p>SC (yr 2): Seasonal changes</p> <p>CHRISTMAS AROUND THE WORLD/OUR FAMILIES</p>	<p>SC: (yr 1) Seasonal changes</p> <p>SC (yr 2): Plants</p> <p>THE LIFE OF ST PATRICK- THE STORY OF IONA</p>	<p>SC (yr 1): Plants</p> <p>SC (yr 2): Plants</p> <p>OUR WORLD EQUATOR AND POLES</p>	<p>SC (yr 1): Animals including humans</p> <p>SC (yr 2): Animals including humans</p> <p>LET'S GO ON A SAFARI</p>	<p>SC (yr 1): Animals including humans</p> <p>SC (yr 2): Living things and their habitats</p> <p>THE SEASIDE</p>

CURRICULUM OVERVIEW YEAR B

CLASS AND BIG QUESTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1 AND YEAR 2	<p>SC (yr 1): Everyday materials</p> <p>SC (yr 2): Uses of everyday materials</p> <p>ROCKET OFF TO SPACE</p>	<p>SC: (yr 1) Seasonal changes</p> <p>SC (yr 2): Uses of everyday materials</p> <p>FLORENCE NIGHTENGALE &amp; MARY SEACOLE</p>	<p>SC: (yr 1) Seasonal changes</p> <p>SC (yr 2): Plants</p> <p>CONTRASTING LOCALITIES- KENTISH TOWN VERSUS SOUTH AFRICA/NELSON MANDELA</p>	<p>SC (yr 1): Plants</p> <p>SC (yr 2): Plants</p> <p>IN THE JUNGLE</p>	<p>SC (yr 1): Animals including humans</p> <p>SC (yr 2): Living things and their habitats)</p> <p>TRANSPORT IN LONDON</p>	<p>SC (yr 1): Animals including humans</p> <p>SC (yr 2): Animals including humans</p> <p>SPORTING EVENTS THROUGH THE AGES</p>

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CURRICULUM OVERVIEW YEAR A

CLASS AND BIG QUESTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 3 AND YEAR 4	<p>SC (yr 3 and 4): working scientifically</p> <p>SC (yr 3 and 4): Animals including humans</p> <p>THE ROMANS</p>	<p>SC (yr 3): Light</p> <p>SC (yr 4): Electricity</p> <p>THE ROMANS</p>	<p>SC (yr 3): Rocks</p> <p>SC (yr 4): States of matter</p> <p>THE EXTREME EARTH (EARTHQUAKE S, FLOODS, CYCLONES, SOUTH/CENTRAL AMERICA)</p>	<p>SC (yr 3): Plants</p> <p>SC (yr 4): Living things and their habitats</p> <p>THE EXTREME EARTH (EARTHQUAKE S, FLOODS, CYCLONES, SOUTH/CENTRAL AMERICA)</p>	<p>SC (yr 3): Forces and magnets</p> <p>SC (yr 4): Sound</p> <p>ANCIENT EGYPT</p>	<p>ANCIENT EGYPT</p>

## CURRICULUM OVERVIEW YEAR B

CLASS AND BIG QUESTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 3 AND YEAR 4	<p>SC (yr 3): Rocks</p> <p>SC (yr 4): States of matter</p> <p>THE EXTREME EARTH VOLCANOES AND EUROPE</p>	<p>SC (yr 3): Light</p> <p>SC (yr 4): Electricity</p>	<p>SC (yr 3): Forces and magnets</p> <p>SC (yr 4): Sound</p> <p>THE MAYANS-CENTRAL AMERICA</p>	<p>SC (yr 4): Living things and their habitats</p>	<p>SC (yr 3 and 4): working scientifically <i>And</i> Animals including humans</p> <p>ENGLAND'S GREEN AND PLEASANT LAND**</p>	

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CURRICULUM OVERVIEW YEAR A

CLASS AND BIG QUESTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 5	<p>SC (yr 5) Living things and their habitats</p> <p>SC (yr 5) working scientifically</p> <p>CRIME AND PUNISHMENT</p>	<p>SC (yr 5): Properties and changes of materials</p> <p>THE STORY OF ST PATRICK'S SCHOOL</p>	<p>SC (yr 5): Earth and Space</p> <p>THE ARTIC AND ANTARTIC</p>	<p>SC (yr 5) Animals, including humans</p> <p>THE ARTIC AND ANTARTIC</p>	<p>SC (yr 5): Forces</p> <p>THE GREEKS</p>	<p>THE GREEKS</p>

CURRICULUM OVERVIEW YEAR B

CLASS AND BIG QUESTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 6	<p>SC (yr 6): working scientifically</p> <p>SC (yr 6): Living things and their habitats</p> <p>GOTHIC LONDON</p>	<p>SC (yr 6): Light</p> <p>After school journey we will study Macbeth in literacy, making a script to be filmed in Drama time with Razzmatazz, using artwork and props from time with Esther. ICT time will also be used. This will involve light and dark, and silhouettes, which will support the science topic. When the film is finished we will add incidental music during music and</p>	<p>SC (Yr 6): Evolution and inheritance</p> <p>THE VIKINGS AND ANGLO SAXONS</p>	<p>THE VIKINGS AND ANGLO SAXONS</p>	<p>SC (yr 6): Electricity</p> <p>AROUND THE WORLD-FAIR TRADE</p>	<p>SC (yr 6): Animals, including humans</p> <p>AROUND THE WORLD-FAIR TRADE</p>

		<p>ICT sessions.</p> <p>In PSHE, linking with our Gothic London topic, we will discuss community relations in conjunction with studying A Christmas Carol in literacy.</p> <p><b>LIFE AND WORSHIP IN LONDON DURING DIFFERENT TIME (INCLUDING RELIGIOUS ORDERS)</b></p>				
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