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**CURRICULUM MAP**

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|  | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| English | Read Write Inc.**See Early Years Foundation Stage Curriculum** | Read Write Inc | **See National Curriculum Programme of Study.** |
| Maths | **See Early Years Foundation Stage Curriculum** | **See National Curriculum Programme of Study.** |
| Science | * Floating/sinking
* Magnetic/non magnetic
* Seasonal changes ***(observe and describe)***
* Animals including humans ***(identify, name, describe and compare)***
* Everyday materials ***(identify, name and describe)***
* ***Science week***
 | * Plants ***(identify, name and describe basic structures)***
* Animals including humans ***(identify, name, describe and compare)***
* Everyday materials ***(identify, name and describe)***
* Seasonal changes ***(observe and describe)***
 | * Plants

***(observe and describe changes)**** Animals including humans

***(offspring, identifying basic needs/keeping healthy)*** * Uses of everyday materials ***(identify and compare suitability of materials/ investigate changes)***
* Living things and their habitats ***(Identifying and describing features)***
 | * Plants ***(identify and describe functions/requirements of a plant)***
* Animals including humans ***(nutrition, skeletons and muscles)***
* Rocks ***(compare and group rocks, fossils and soils)***
* Light ***(reflection, and shadows)***
* Forces and Magnets ***(group magnetic and non- magnetic materials)***
 | * Living things and their habitats ***(Classifying according to observable characteristics)***
* Animals including humans

***(digestive system, teeth and food chains)**** States of matter ***(changes in state/water cycle)***
* Sound ***(how sound is made, pitch and volume)***
* Electricity ***(constructing a simple circuit, conductors and insulators)***
 | * Living things and their habitats ***(Animal and plants Life cycles)***
* Animals including humans (***life cycles)***
* Properties and changes of materials ***(reversible / irreversible changes)***
* Earth and Space **(*movement of Earth, Sun and Moon*)**
* Forces (***air and water resistance. Gravity and friction)***
 | * Living things and their habitats ***(Classifying according to scientific criteria)***
* Animals including humans ***(Circulatory system)***
* Evolution and Inheritance
* Light ***(How light helps us to see)***
* Electricity ***(Variation in circuits - eg how to strengthen the brightness of a bulb etc and using recognised symbols)***
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| History | * Great Britain
 | * Great Britain
* LS Lowry
* First Moon landing
* Neil Armstrong / Tim Peake
 | * Music and Technology
* Christopher Columbus
* Queen Elizabeth II
* Great Fire of London
* Titanic Disaster
 | * Changes in Britain from the Stone Age to the Iron Age
* Ancient Egypt
* First railways/ transport
 | * Roman Empire
* Britain’s settlement (Anglo Saxons and Vikings)
 | * Industrial Revolution Manchester
* Victorians
* Ancient Greece
 | * Mayan Civilisation
* WWII including the Battle of Britain
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| Significant Manchester Event or Person | N/A | * LS Lowry (Greater Manchester)
 | Sir John Alcock (Greater Manchester) | * Robert Stephenson (Greater Manchester)
* AV Roe (Greater Manchester)
 | * Rutherford (Science- solids, liquids and gases)
 | * Richard Arkwright (Industrial Revolution)
 | * Alan Turing (WW2)
* Emeline Pankhurst (Citizenship)
 |
| Geography | * Great Britain
* Greater Manchester
* Anna Hibiscus’ song-Africa
* Chinese New Year
* Pirates-Oceans
 | * Great Britain
* Maths (application of skills)
* The Tiger Who Came to Tea
 | * Great Fire of London
* Great Britain
* Famous Explorers
* The Snail and the Whale

  | * Wonders of Great Britain
* Wonders of Europe
* Stone Age
* Ancient Egyptians
* Greater Manchester
* Greater me - local area study
 | * Romans
* Anglo Saxons and Vikings
* Go Wild
* Animals and their habitats
* Maths
* The water cycle
* Local area fieldwork
 | * Local area study of Tameside
* South America
* Compare living in Tameside with Brazil
 | * Geography key skills week
* Global Disasters
* Our Plastic Oceans
* Shackleton’s journey
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| ECO / My Place and Part in the World | * Waste
* Recycling
* Litter
 | My Healthy Body (Jack and the Beanstalk and The Lonely Beast) | Water (Citizenship)  | Transport (Greater Manchester) | Biodiversity (Science) | Energy *(Industrial Revolution - fossil fuels and renewable energy*) | * Global Citizenship (Plastic Oceans)
* Careers
 |
| R.E | * Christmas
* Hannukah
* Diwali
* Chinese New Year
* Easter
* Where do people go to worship?
 | * Who is Christian and what do they believe?
* How and why do we celebrate special and sacred times in Christianity?
* What makes some places sacred to Christians?
* How should we care for others and the world?
* What does it mean to belong to a faith community?
 | * Who Is a Muslim and what do they believe?
* Who is Jewish and what do they believe?
* How and why do we celebrate special and sacred times in Judaism and Islam?
* How should we care for others and the world?
* What can we learn from sacred books?
 | * What do different people believe about God?
* Why is the Bible important to Christians today?
* What does it mean to be a Christian in Britain today?
* Why are festivals important to religious communities? (Muslim, Christian and Jewish)
* Why do people pray?
 | * Why is Jesus inspiring to some people?
* Why are festivals important to religious communities? (Hindu)
* Why do some people think that life is a journey? What significant experiences mark this?
* What does it mean to be a Hindu in Britain today?
* What can we learn from religions about deciding what is right and wrong?
 | * Why do some people think God exists?
* What do religions say to us when life gets hard?
* What does it mean to be a Muslim in UK?
* If God is everywhere why a place of worship?
* What would Jesus do?
 | * What do religions tell us when life gets hard?
* Is it better to express your religion in arts and architecture or in charity and generosity?
* What matters most to Christians and humanists?
* What difference does it make to believe in Ahimsa, Grace and Ummah?
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| Art / DT | * African animal painting
 | * Alien sculptures (Space)
* LS Lowry (Greater Manchester)

DT* Food Technology
* Design create and evaluate a project linked to linked learning ( The Lonely Beast)
 | Art * still life of trees, plants- Citizenship
* Investigating colour- Traction Man
* Woodland art- Forest School link
* Andy Goldsworthy- Snail and the Whale

DT* Food Technology
* Robot making- The Robot and the bluebird
 | Art* Stone Age charcoal drawings
* Stone Age carved spheres
* Roald Dahl/Wonders of Great Britain pastel art
* Rutherford painting (Great Manchester)
* Great Manchester and Tin Forest collage

DT* Food technology
* Textiles – Great British class flag
* Mechanisms (Ancient Egyptians)
 | Art* Sculpture and mosaic (Roman topic).
* Sketching of a city landscape (Varjak Paw in the style of Dave Mckean).
* Sculpture bug models (Go Wild).

DT* Food technology
* Design and make a hat
 | Art* Steam Punk art – hats
* Work of Seurat – pointillism.

DT* Food Technology
* Design a bridge to cross the Amazon
 | Art * Henry Moore – Sculpture/sketching (WW2)
* Recycled art (Our Plastic Oceans)
* The Great Wave of Kanagawa- Hokusai (Disasters)

DT* An explorers aid (Shackleton’s journey)
* Food technology
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| Music | * Music skills taught through Charanga at age-appropriate level
 | * Music skills taught through Charanga at age-appropriate level
* The Lonely Beast
 | * Music skills taught through Charanga at age appropriate level
 | * The Music Service- Tuned and Untuned instruments (Ukulele and Samba Drums)
 | * Music delivered through Charanga at age-appropriate level.
 | * Music inspired by the ocean (Our Plastic Ocean)
* Weekly singing instruction within assemblies.
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| IT | * Espresso Coding Curriculum
* E-Safety
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| * Taking photographs
* Keyboard and mouse control
* To use a simple programme on a computer (2simple)
 | * Learning how to use a keyboard and mouse
 | * Microsoft Word
* PowerPoint
 | * Google Apps (gmail, docs, slides, classroom)
* use a range of software for a to collect, design and present information
* Introduce internet safe search
 | * Effective use of the internet to research
* Use a range of software to collect, design and present information including google apps
 | * Multi-media presentations
* Using the internet safely to enhance work
 | * Multi-media presentations
* Using the internet safely to enhance work
 |
| PE | Multi sports – progressive skill development with generic games built in to build the foundations of sporting skills | Multi sports – progressive skill development with generic games built in to build the foundations of sporting skillsDance Gymnastics  | KS2Sports - progressive skills in the following: Rugby, Hockey, Basketball, Volleyball, Cricket, Athletics, Tennis.Dance – a range of styles and with increasing complexity Gymnastics –progressive skills in floor work and apparatus Swimming – Year 3 and 4 (5 catch ups only) |