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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)*** |
| 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 |
| 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 |
| 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? |
| 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 |
| 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. |
| IT | * Espresso Coding Curriculum * E-Safety | | | | | | |
| * 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 skills  Dance  Gymnastics | | KS2  Sports - 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) | | | |