



Subject Curriculum Map years 1 to 4 2020-2021 – Excluding Maths/English



| Subject | Term | Year 1 | Year 2 | Year 3 | Year 4 |
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| Science | Autumn | <p>Working scientifically: what's the weather like? Everyday materials Seasonal changes</p> | <p>Working scientifically: what do animals need for survival and what do humans need to stay healthy? Animals including humans</p> | <p>Working scientifically: observe and group rocks based on their properties Rocks Animals including humans</p> | <p>Working scientifically: what happens to the brightness of bulbs if we add more cells? Electricity Living things and their habitats</p> |
| | Spring | <p>Working scientifically: observing and comparing animals to describe and group Animals including humans</p> | <p>Working scientifically: which is the best material to insulate the ice cube? Everyday materials</p> | <p>Working scientifically: how is water transported in plants? Plants</p> | <p>Working scientifically: which will melt quicker the small or giant chocolate button? Can we find patterns in the sounds that are made by different objects? States of matter Sound</p> |
| | Summer | <p>Working scientifically: observing closely and comparing and contrasting plants through senses Animals including humans Plants</p> | <p>Working scientifically: describe the conditions in different habitats and microhabitats Living things and their habitats Plants</p> | <p>Working scientifically: how far can a magnet pull objects on different surfaces? Light Forces and magnets</p> | <p>Working scientifically: comparing the teeth of carnivores and herbivores and suggesting reasons for differences Animals including humans</p> |
| Geography | Autumn | <p>Geographical skills and fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds, and the key human and physical features of its surrounding environment Devise a simple map, use and construct basic symbols Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom Use the basic geographical vocabulary</p> | <p>Locational knowledge name and locate the world's seven continents and five oceans understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (Africa/Australia) Human and Physical Geography Identify the location of hot areas of the world in relation to the Equator Use the basic geographical vocabulary Geographical skills and fieldwork Use aerial photographs and plan perspectives to recognised landmarks and basic human and physical features</p> | <p>Human and Physical Geography Describe and understand key aspects of physical geography: volcanoes and earthquakes human geography, including types of settlements and land use.</p> | <p>Geographical skills and fieldwork Use maps, atlases, globes and Google Earth to locate countries studied and described features (human and physical) studied Use fieldwork to observe measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies (maps of Wimpole Farm/Air Quality monitoring in Ampthill) Locational knowledge Name and locate countries and cities of the UK geographical regions and their identifying human and physical characteristic, including key features (hills, mountains, coasts and rivers)</p> |
| | Spring | <p>Locational knowledge name and locate the world's seven continents and five oceans</p> | <p>Locational knowledge name and locate the world's seven continents and five oceans</p> | <p>Locational knowledge Locate the world's countries using maps to focus on North and South</p> | <p>Locational knowledge Locate the world's countries using maps to focus on Europe (via Viva</p> |

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| | | <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Human and Physical Geography Use the basic geographical vocabulary</p> | <p>Human and Physical Geography Identify the location of cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use the basic geographical vocabulary</p> | <p>America (Brazil topic) concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, and the Arctic and Antarctic Circle.</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography in a region of the UK, and a region within South America (Brazil)</p> <p>Human and Physical Geography human geography, including types of settlements and land use.</p> | <p>Roma), including the location of Russia, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography in a region of the UK, and a region in a European country (Italy – Viva Roma)</p> <p>Human and Physical Geography Describe and understand key aspects of physical geography: mountains (Italian mountains)</p> <p>human geography, including: types of settlement and land use, economic activity including trade links.</p> |
| | Summer | <p>Locational knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Coastal place linked to Seaside theme)</p> <p>Geographical skills and fieldwork Use locational and directional language, for example near and far, left and right, forwards, backwards, next to...etc. to describe position</p> <p>Human and Physical Geography Use the basic geographical vocabulary</p> | <p>Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and Physical Geography Use the basic geographical vocabulary</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognised landmarks and basic human and physical features</p> | <p>Locational knowledge Name and locate countries and cities of the UK geographical regions and their identifying human and physical characteristics, including key features (hills, mountains, coasts and rivers)</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and Google Earth to locate countries studied and described features (human and physical)</p> <p>Use fieldwork to observe measure and record and present the human and physical features in the local area using a range of methods, including sketch maps and simple graphs</p> | <p>Human and Physical Geography Describe and understand key aspects of physical geography: Rivers (Nile)</p> <p>Geographical skills and fieldwork Use the 8 points of a compass and 4 figure grid references, symbols and keys to build their knowledge of the UK</p> |
| History | Autumn | <p>Changes within Living Memory Toys in the past</p> | <p>Events beyond living memory that are significant nationally or globally</p> | <p>Changes in Britain from The Stone Age to The Iron Age</p> | <p>A study of an aspect of British history – a significant turning point in British history</p> |

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| | | The Lives of significant individuals Guy Fawkes, James I and the Houses of Parliament | 'What are we remembering on Remembrance Day? | The Stone Age - Hunter-gathers/early farming, family life, defence and weaponry, clothing and food | World War 1 |
| | Spring | The Lives of significant individuals Famous Queens | Events Beyond Living Memory that are significant nationally or globally The Great Fire of London and The Plague The Lives of significant individuals Scott, Shackleton, Fiennes, Samuel Pepys, Florence Nightingale, Mary Seacole | Changes in Britain from The Stone Age to The Iron Age The Bronze Age developments | The Roman Empire and its Impact on Britain Viva Roma |
| | Summer | Changes within living memory Seaside holidays in the past | Significant Historical People and Places in their own locality Henry VIII, Catherine of Aragon and Ampthill Great Park | Changes in Britain from The Stone Age to The Iron Age The Iron Age forts, tribal kingdoms, farming, art and culture | The Achievements of the Earliest Civilisations Ancient Egypt |
| Design and Technology | Autumn | Textiles Delightful decorations | Cooking and nutrition Picnic skewers | Mechanical systems (levers and linkages) Printing blocks Pop-up book of a cave man story | Electrical Systems (simple circuits and switches) Lighting up WW1 |
| | Spring | Leavers and sliders Moving minibeasts | Mechanisms and stable structures Make a fire engine (with ladder and light) to save London | Shell/frame structure Structures and bridges | Cooking and Nutrition Pizza making |
| | Summer | Cooking and Nutrition Seaside snacks | Textiles Puppets - countryside critters | Cooking and Nutrition Sandwich snacks | Mechanical systems(gears and cams) Transport materials to build a pyramid Textiles Combining Fabric Shapes and quilting to make an Egyptian scene |
| Art and Design | Autumn | Drawing Art history and Artists - Andy Warhol | Drawing/Collage/Painting/Digital Medial Art history and Artists – Carl Warner/Claud Monet | Painting/Sculpture/Form Art history and Artists – prehistoric art | Drawing/Painting Art history and Artists – Paul Nash |
| | Spring | Print/Digital media Art history and Artists – Henri Rousseau | Drawing/Painting/Textiles Art history and Artists - David Hockney | Drawing/Sculpture/Form Art history and Artists – Antony Gormley/Henry Moore/Barbara Hepworth/Alexander Calder/Dale Chihuly | Collage Art history and Artists – Eric Carle/Henri Matisse |
| | Summer | Painting/Sculpture/Form Art history and Artists - Sharon Hall/Giuseppe Arcimboldo | Digital media/Textiles/Collage Art history and Artists – Siobhan Healey & Mairead Burke | Print/Digital media Art history and Artists – William Morris | Digital media/Textiles Art history and Artists – Egyptian scenes |
| Music CHARANGA | Autumn | Hey You! Rhythm In The Way We Walk and The Banana Rap | Hands, Feet, Heart Ho Ho Ho linked to Christmas performance | Let Your Spirit Fly Glockenspiel Stage 1 | Glockenspiel Stage 2 Mamma Mia linked to Christmas concert |
| | Spring | In The Groove Round and Round | I Wanna Play In A Band Zoofime | Three Little Birds The Dragon Song | Stop! Lean On Me |
| | Summer | Your Imagination Reflect, Rewind and Replay linked to end of year performance | Friendship Song Reflect, Rewind and Replay | Bringing Us Together Reflect, Rewind and Replay linked to end of year performance | Blackbird Reflect, Rewind and Replay linked to end of year performance |
| D r a m a | Autumn | Sharing assembly | Christmas Production | | Sharing assembly |

| | Spring | | Sharing assembly | Sharing assembly | |
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| | Summer | End of year performance | | End of year performance | Year 4 Leaver's Production |
| Computing | Autumn | Information Technology Basic skills – keys, saving, logging on, store, retrieve, dragging, using a mouse, editing Digital Literacy and E-Safety | Computer Science Espresso Coding 2.0 Refresher level 1 Give and follow algorithms Information Technology 2paint/microsoft paint to create and store a picture Digital media (art) – create texture, lines, tints/shades and shapes through Pixel Pointillism, Mondrian, Monet Digital Literacy and E-Safety | Computer Science Espresso Coding Starter Unit Unit 3a – Sequence and animation Information Technology Research using internet services and combine information to present on Brazil Digital Literacy and E-Safety | Computer Science Espresso Coding Starter Unit Information Technology Use 2Question to create a branching diagram to sort Digital Literacy and E-Safety |
| | Spring | Computer Science Espresso Coding Unit 1A – On the move – Information Technology Digital media (art) - Use 2Paint/Paint purposely to create digital animals using texture, lines, tints/shades and shapes Digital Literacy and E-Safety Safer Internet Day Online safety unit | Computer Science Espresso Coding 2.0 Unit 2 – Different sorts of input – Algorithms using Turtle Logo and Scratch Information Technology Retrieve and manipulate content by making a powerpoint of Fire of London Digital Literacy and E-Safety Safer Internet Day Safe use of the internet | Computer Science Scratch – to develop algorithms in different ways Information Technology Use powerpoint to design and create a presentation on the Stone Age Digital Literacy and E-Safety Safer Internet Day | Computer Science Espresso Coding Unit 4a – Introduction to variables – Information Technology 2Publish+ - manipulate images and text Digital Media (art) - use video editing software Digital Literacy and E-Safety Safer Internet Day |
| | Summer | Computer Science Espresso Coding Unit 1B – Simple Inputs Information Technology Learn to find, save and retrieve digital information using 2simple Digital Literacy and E-Safety | Computer Science Espresso Coding 2.0 Unit 2 – Buttons and instructions – Information Technology Use search engines to research, create, organise and store Digital Literacy and E-Safety Use 2email | Computer Science Espresso Coding Unit 3b – Conditional events (selection) Information Technology Digital Media (art) - create own moving image films/animations using Ipads Digital Literacy and E-Safety | Computer Science Espresso Coding Unit 4b – Repetition and loops Information Technology To use internet servies to reasearch and create a powerpoint presentation on the discovery of Tutankhamun Word – response to job advert Digital Literacy and E-Safety |
| Life Learning (PSHRE) | Autumn | Living in the Wider World (L) Relationships (R) | Health and Wellbeing (H) | Living in the Wider World (L) Health and Wellbeing (H) | Living in the Wider World (L) |
| | Spring | Health and Wellbeing (H) | Relationships (R) | Relationships (R) | Relationships (R) Health and Wellbeing (H) |
| | Summer | Health and Wellbeing (H) | Living in the Wider World (L) | Health and Wellbeing (H) Living in the Wider World (L) | Health and Wellbeing (H) Relationships (R) |
| PE | Autumn | Gymnastics Unit 1/Hit, Catch, Run/Dance Unit 1/ Send and Return Unit 1 | Gymnastic unit 1/Attack, Defend and Shoot Unit 1/Gymnastic unit 2/Yoga | Dance 1/Football/Dance 2/OAA | Gymnastics unit 1/Tag Rugby/Dance Unit 2/OAA |
| | Spring | Send and Return Unit 2/Gymnastics Unit 2/ Attack, Defend and Shoot Unit 1/Hit, Catch, Run Unit 2 | Hit, Catch, Run Unit 1/Dance Unit 1/Hit, Catch, Run Unit 2/Attack, Defend and Shoot Unit 2 | Gymnastics 1/Badminton/Handball/Gymnastics 2 | Dance 1/Gymnastics unit 2/Swimming/Hockey |

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| | Summer | Run, Jump, Throw Unit 1/Dance Unit2/Run, Jump, Throw Unit 2/Attack, Defend and Shoot Unit 2 | Run, Jump, Throw Unit 1/Send and return Unit 1/Run, Jump, Throw Unit 2/Send and return Unit 2 | Swimming/Netball Unit/Athletics/Rounders | Cricket/Netball/Athletics/Tennis |
| MFL Global Learning | Autumn | NA | NA | Greeting, numbers 1-10, classroom instructions, colours, nativity | Classroom instructions, vowels, adjectives describing zoo animals, weather, clothing, nativity |
| | Spring | NA | NA | Foods, fruits, days of the week, human body, zoo animals, months of the year | Family, pets, likes and dislikes, leisure activities, numbers 11-31 |
| | Summer | NA | NA | Respond to all vocabulary already introduced, begin to read and write simple learnt words | Respond to all vocabulary already introduced, begin to read and write simple learnt words |
| RE | Autumn | What do Christians believe God is like? Why does Christmas matter to Christians? How and why do we celebrate special times? | How and why do we celebrate significant times? What makes some celebrations sacred to believers? What can we learn from sacred books and stories? | Where, how and why do people worship? (Muslims, Jews and Christians) Why do some people think life is like a journey? How do people mark the significant events of life? (Christians, Hindus, Muslims and non-religious people) | How is faith expressed in Sikh communities and traditions? How is faith expressed in Hindu communities and traditions? |
| | Spring | What makes some places significant? What makes some places sacred to believers? Why does Easter matter to Christians? | How do we show we care for others? Why does it matter? How do we show we care for Earth and why does it matter? | What is the 'Trinity' and why is it important for Christians? What kind of world did Jesus want? | How do festivals and worship show what matters to Muslims? For Christians what was the impact of Pentecost? |
| | Summer | Who is a Muslim. What do they believe and how do they live? | Who is an inspiring person? What stories inspire Christians, Muslims and/or Jewish people? What is the 'good news' Christians believe Jesus brings? | Why do Christians call the day Jesus died Good Friday? How do festivals and family life show what matters to Jewish people? | What are the deeper meanings of festivals? How and why do people try to make the world a better place? |