










## St Teresa Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Learning Adventure</b>	<b>A Child's War</b> <b>Focus:</b> <b>History</b> – The Second World War <b>Music</b> – Listening, performing and composing <b>DT</b> – following recipes; building structures	<b>Blood Heart</b> <b>Focus:</b> <b>Science</b> – Human circulatory system <b>Music</b> – Pulse, heart raps <b>Art</b> – modelling and sculpture; Abstract art	<b>Darwin's Delights</b> <b>Focus:</b> <b>Science</b> – Evolution and Inheritance <b>Geog</b> – Using maps; geographical similarities and differences <b>History</b> – significant individuals	<b>Gallery Rebels</b> <b>Focus:</b> <b>Art</b> – Great Artists of the 19 <sup>th</sup> and 20 <sup>th</sup> centuries <b>Music</b> – Listening, improvising and composing	<b>Hola Mexico</b> <b>Focus:</b> <b>Music</b> – Mexican Music; Music notation <b>Geog</b> – Using maps; Human and Physical features of Mexico <b>History</b> – Ancient Maya Civilisation	<b>Tomorrow's World</b> <b>Focus:</b> <b>Science</b> – Light and Electricity <b>Computing</b> – effective and safe online research
<b>R.E</b> (come and See)  <b>Also see EPR plan below</b>	<b>Loving</b> – God's love is un conditional and never ending <b>Vocation and Commitment</b> – The vocation to the priest hood and religious life <b>Expectations</b> – Advent, a time of joyful expectation of Christmas, the word becoming a human person, Jesus. <b>Judaism – Belongings and values</b> Yom Kippur, The value of atonement		<b>Sources</b> – The Bible as the story of God's love, told by people of God. <b>Unity</b> – the Eucharist challenges and enables the Christian family to live and grow in communion every day. <b>Death and New Life</b> – The Church's season of Lent, Holy Week and Easter; the suffering, death and resurrection of Jesus led to new life. <b>Spirituality Week</b>		<b>Witness</b> – Pentecost: the Holy Spirit enables people to witness the Easter message <b>Healing</b> – The sacrament of the Anointing of the Sick. <b>Common Good</b> – The work Christians do for the common Good of all <b>Islam – Belonging and Values</b> - Guidance for Muslims. The five pillars of Islam. What is important for Muslims?	
<b>Terrific Texts!</b>	<b>Key Text: Friend or Foe</b> – Michael Morpurgo or Rose Blanche – Ian McEwan  Diary of Anne Frank  The Boy in Striped Pyjamas – John Boyne  War poetry	<b>Key Text: Pig-Heart Boy</b> – Malorie Blackman  Hurricane – David Weisner  Non-fiction books about the heart/body  Poetry – HT resources -	<b>Key Text: Sky Hawk – Gill Lewis</b>  Lost Worlds – Andrew Lane  The Tree of Life – Peter Sis  Evolution – The Whole Life on Earth Story – Glenn Murphy  In Memorium – A Tennyson	<b>Key Text: The Giant's Necklace</b> - Michael Morpurgo  Framed – Frank Cottrell Boyce  Willy's Pictures – Anthony Browne  The changing face of self-portraits	<b>Key Text: Holes – Louis Sachar</b>  Ancient Mayan folktales  Off we go to Mexico – Lauri Krebbs  Non-fiction books about Ancient Mayans and Mexico  Poetry based on 'The song of the Mistrel' - Cornerstones	<b>Key Text: Artemis Fowl – Eoin Colfer</b>  Stormbreaker – A Horowitz  Start a Blog – Matt Annis  Robots and the Whole Technology Story – Glenn Murphy



<p>English</p> 	<p><b>Non-Fiction: Biographies/Recounts</b></p> <p><b>Fiction: Diary Writing</b></p> <p><b>Fiction: Historical Stories – HT</b></p> <p><b>Poetry: War Poetry –from WW1</b></p>	<p><b>Non-Fiction: Explanations – HT</b></p> <p><b>Fiction: Short Story – narrative using personification – Cornerstones</b></p> <p><b>Poetry: Free form poetry - HT</b></p>	<p><b>Non-Fiction: Newspaper Reports incorporating persuasive writing</b></p> <p><b>Fiction: Diary Writing</b></p> <p><b>Poetry: Classic Poems – In Memoriam – Alfred Tennyson</b></p>	<p><b>Non-Fiction: Non-chronological reports</b></p> <p><b>Fiction: Drama- plays - HT</b></p> <p><b>Poetry: The Power of Imagery - HT</b></p>	<p><b>Non-Fiction: Information Texts</b></p> <p><b>Fiction: Tales from other Cultures HT</b></p> <p><b>Poetry: Free verse</b></p>	<p><b>Non-Fiction: Persuasive Writing/emails&amp; letters – HT/Cornerstones</b></p> <p><b>Fiction: Modern Science Fiction</b></p> <p><b>Poetry: dialogue Poems - HT</b></p>
<p>Mathematics</p> 	<ul style="list-style-type: none"> <li>• Number: Place Value</li> <li>• Number: Addition, Subtraction, Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions</li> <li>• Geometry- position and direction</li> <li>• Consolidation</li> </ul>	<ul style="list-style-type: none"> <li>• Number: Decimals</li> <li>• Number: percentages</li> <li>• Number: Algebra</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement: Converting Units</li> <li>• Measurement: perimeter, Area and Volume</li> <li>• Number: Ratio</li> </ul>	<ul style="list-style-type: none"> <li>• Geometry: properties of Shape</li> <li>• Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Statistics</li> <li>• Investigations</li> <li>• Consolidation</li> </ul>
<p>Science</p> 		<p><b>Animals (including humans)</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported with animals, including humans</p> <p><b>Working scientifically</b> Take measurements,</p>	<p><b>Evolution and Inheritance</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce off-spring of the same king, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p><b>Living things and their habitats</b> Give reasons for classifying</p>	<p><b>Light</b> Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p><b>Working scientifically</b> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and</p>	<p><b>Light</b> Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p><b>Electricity</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p><b>Light</b> Recognise that light appears to travel in</p>

		<p>using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>plants and animals based on specific characteristics</p> <p><b>Working scientifically</b> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>written forms such as displays and other presentations.</p>		<p>straight lines</p> <p>Use the idea that light travels lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p>
<p><b>Computing</b></p> 	<p><b>We are APP Designers!</b></p> <ul style="list-style-type: none"> <li>• Capabilities of Smartphones and tablets.</li> <li>• Problem solving</li> </ul>	<p><b>We are Project Managers!</b></p> <ul style="list-style-type: none"> <li>• Collaboratively developing a Smartphone or qpp</li> </ul>	<p><b>We are Market Researchers!</b></p> <ul style="list-style-type: none"> <li>• Researching potential markets for their qpp</li> <li>• Online surveys</li> <li>• Interviews</li> </ul>	<p><b>We are Interface Designers!</b></p> <ul style="list-style-type: none"> <li>• Design the look and feel of their qpps interface</li> </ul>	<p><b>We are Bloggers!</b></p> <ul style="list-style-type: none"> <li>• To create a working qpp.</li> <li>• Write algorithms and use a programming</li> </ul>	<p><b>We are Marketers!</b></p> <ul style="list-style-type: none"> <li>• Collaboratively produce marketing materials for their apps</li> </ul>

<p>E-Safety will be taught continuously throughout the year</p>			<ul style="list-style-type: none"> <li>Analysing data and information</li> <li>Summarising ideas</li> </ul>		<p>toolkit to code</p>	
<p>History</p> 		<p>Study an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</p>	<p>Study an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</p>		<p>Learn about a non-European society that provides contrasts with British history – Mayan civilization c.AD 900</p>	<p>Study an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</p>
<p>Geography</p> 		<p><b>Human and Physical Knowledge</b> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Locational Knowledge</b> Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have</p>	<p><b>Place Knowledge</b> Understand geographical similarities and difference through the study of human and physical geography of a region of the UK a region in a European country and a region within North or South America.</p> <p><b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Locational Knowledge</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p><b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Locational Knowledge</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p><b>Place Knowledge</b> Understand geographical similarities and difference through the study of human and physical geography of a region of the UK a region in a European country and a region within North or South America.</p> <p><b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	

		changed over time.				
<p><b>Art</b></p> 	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay.</p>		<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay.</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay.</p> <p>Find out about great artists, architects and designers in history.</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay.</p> <p>Find out about great artists, architects and designers in history.</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay.</p>
<p><b>DT</b></p> 	<p><b>Cooking and Nutrition</b> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p><b>Design</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</p> <p><b>Evaluate</b> Investigate and analyse a range of existing products.</p>	<p><b>Cooking and Nutrition</b> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p><b>Make</b> Select from and use a wider range of components, including construction materials, textiles and ingredients; according to their functional properties and aesthetic qualities.</p> <p><b>Technical Knowledge</b> Apply their understanding of how</p>		<p><b>Make</b> Select from and use a wider range of tools and equipment to inform practical tasks e.g. cutting, shaping, joining and finishing, accurately</p> <p>Select from and use a wider range of components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p><b>Technical Knowledge</b> Understand and use electrical systems in their products e.g.</p>	<p><b>Cooking and Nutrition</b> Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p><b>Design</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups</p> <p><b>Evaluate</b> Investigate and analyse a</p>	<p><b>Design</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</p> <p><b>Evaluate</b> Investigate and analyse a</p>

	<p><b>Make</b> Select from and use a wider range of tools and equipment to inform practical tasks e.g. cutting, shaping, joining and finishing, accurately.</p> <p><b>Technical Knowledge</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>to strengthen, stiffen and reinforce more complex structures.</p>		<p>series circuits incorporating switches, bulbs, buzzers and motors.</p>	<p>range of existing products.</p> <p>Evaluate their ideas and products against their own success criteria and consider the views of others to improve their work.</p> <p><b>Make</b> Select from and use a wider range of tools and equipment to inform practical tasks e.g. cutting, shaping, joining and finishing, accurately</p> <p>Select from and use a wider range of components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>range of existing products.</p> <p>Evaluate their ideas and products against their own success criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design technology have helped shape the world.</p> <p><b>Technical Knowledge</b> Apply their understanding of computing to program, monitor and control their products.</p>
<p>PHSEE</p> 	<p><b>Friendship Themes</b> <b>Democracy and rule of law</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn Week.</li> <li>• Secrets of success</li> <li>• Class rules</li> <li>• Pupil Voice.</li> <li>• Class elections</li> </ul> <p><b>Seal Unit:</b> New Beginnings</p> <p><b>Go-Givers Units:</b> <b>Rules – EU Referendum</b></p>	<p><b>Anti-bullying Themes</b> <b>Individual liberty</b></p> <p><b>Seal Units</b> Getting on and falling out Say not to bullying</p> <p><b>Go-Givers Units:</b> <b>Brexit</b></p>	<p><b>Safer Internet Themes</b> <b>Being responsible citizens</b></p> <p><b>Seal Units</b> Going for Gold</p> <p><b>Go-Givers Units:</b> <b>Tolerance – keeping an open mind</b></p>	<p><b>British Values Themes (Spirituality Week)</b></p> <p>Sex Education</p> <p><b>Seal Units</b> Good to be Me</p> <p><b>Go-Givers Units:</b> <b>Scapegoat</b></p>	<p><b>Eco and sustainable Themes</b></p> <p><b>Seal Units</b> Relationships</p> <p><b>Go-Givers Units:</b> <b>Tsunami</b></p>	<p><b>Multi-cultural Themes</b> <b>Mutual respect and tolerance</b></p> <p><b>Seal Units</b> Changes</p> <p><b>Go-Givers Units:</b></p>

<b>EPR</b> Journey in Love						
<b>PE</b> 	<ul style="list-style-type: none"> <li>Swimming</li> <li>Invasion Games</li> </ul>		<ul style="list-style-type: none"> <li>Gymnastics: Sequences, partner work, apparatus</li> </ul>	<ul style="list-style-type: none"> <li>Net and wall skills</li> </ul>	<ul style="list-style-type: none"> <li>Games: Striking and Fielding</li> </ul>	<ul style="list-style-type: none"> <li>Athletics: Run, jump, throw</li> </ul>
<b>Music</b> 	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p>		<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p>	
<b>MFL</b>	<ul style="list-style-type: none"> <li>Food and drink vocabulary, including using</li> </ul>	<ul style="list-style-type: none"> <li>Extending sentence writing skills making use</li> </ul>	<ul style="list-style-type: none"> <li>Revision of French conversation</li> </ul>	<ul style="list-style-type: none"> <li>Writing a personal profile, blending conversational</li> </ul>	<ul style="list-style-type: none"> <li>Telling the time.</li> <li>Calculation quizzes done using the</li> </ul>	<ul style="list-style-type: none"> <li>Common school vocabulary.</li> <li>SMSC studies,</li> </ul>

	<p>the correct article.</p> <ul style="list-style-type: none"><li>• Discussing likes and dislikes in French.</li></ul>	<p>of varied constructions and using dictionary independently to enrich the French vocabulary used.</p>		<p>vocabulary previously learnt with sentence construction knowledge when providing more complex and personal information</p>	<p>numbers in French.</p> <ul style="list-style-type: none"><li>• Identifying the word version of French numbers</li></ul>	<p>exploring stereotypes; French history and culture quiz.</p>
--	------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------