

St David Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Adventure	<p>Pharoahs Focus: History – Ancient Egypt Geog – Human and physical features of Egypt DT – Clay water carriers; model tombs and pyramids</p>	<p>Stargazers Focus: Science – Earth and Space; forces History – Significant individuals Music – space inspired music and lyrics Geog – Locating physical features</p>	<p>Off with her Head Focus: History – The Tudors Art – Portraits; sketching Tudor patterns; 3D Modelling Music – Tudor compositions</p>	<p>Beast Creator Focus: Science – Living things and their habitats Art – Drawing and perspectives Geog – Local fieldwork</p>	<p>Allotment Focus: Science – Life-cycles Geog – Land use DT – Cooking and nutrition</p>	<p>Alchemy Island Focus: Science – Properties and changes of materials Music – Composing, recording and editing music DT – electrical circuits; designing a board game</p>
<p>R.E (come and See)</p> 	<p>Ourselves – The family of God in Scripture – Created in the image and likeness of God</p> <p>Life Choices – Marriage, commitment and service</p> <p>Judaism – Holy Books – The Torah and its importance.</p> <p>Hope – Waiting in joyful hope for Jesus; the promised one</p>		<p>Mission – Continuing Jesus’s mission in diocese (ecumenism)</p> <p>Memorial Sacrifice – The Eucharist – the living memorial of Jesus</p> <p>Sacrifice – Lent a time of giving in order to celebrate the sacrifice of Jesus</p> <p>Spirituality Week</p>		<p>Transformation – Celebration of the Spirit’s transforming power</p> <p>Freedom & Responsibility – Commandments enable Christians to be free & responsible</p> <p>Stewardship – The Church is called to stewardship of Creation</p> <p>World religion – Islam – Pilgrimage, Ramadan & Eid</p>	
Terrific Texts!	<p>Key Text: The Lion, the witch and the Wardrobe – CS Lewis</p> <p>A Wizard of Earthsea – Ursula K.L. Quin</p> <p>Shadow Forest – Matt Haig</p> <p>The Tempest – A Shakespeare Story</p> <p>Non-fiction books about materials/alchemy</p>	<p>Key Texts: Cosmic – Frank Cotrell Boyce or Tales from Outer Suburbia -Shaun Tan</p> <p>Northern Lights – Philip Pullman</p> <p>Non-fiction books about Space/Earth, Sun and Moon</p> <p>Poetry – general poetry books</p>	<p>Key Text: ‘Treason’ Berlie Doherty</p> <p>The Executioner’s Daughter - Jane Hardstaff</p> <p>Terrible Tudors – Horrible Histories</p> <p>Macbeth/Romeo and Juliet – Marcia Williams (see Carol and Library)</p> <p>Poetry: ‘Whoso List to hunt’</p>	<p>Key Text: Tom’s Midnight Garden - Philippa Pearce</p> <p>James and the Giant Peach – Roald Dahl</p> <p>Non-fiction books about life processes – animal life-cycles</p>	<p>Key Text: The Secret Garden - Frances – Francis Hodgson Burnett</p> <p>The Promise – Nicola Davies</p> <p>Window – Jeannie Baker</p> <p>Non-fiction books about gardening/plant life-cycles</p> <p>Poetry: See HT resources</p>	<p>Key Texts: The Phoenix Code – Secret of the Tombs – Helen Moss</p> <p>The Scarab’s Secret –</p> <p>Egyptian Cinderella –</p> <p>Awesome Egyptians – Horrible Histories</p> <p>Poetry: See HT resources</p>

	Poetry – general – using cinquins		J.S Wyatt – Cornerstones		'Warned' by Sylvia Stults (Environment Poems)	
English 	<p><i>Non-fiction: Non-chronological reports about gold – HT/Cornerstones</i></p> <p><i>Fiction: Fantasy narrative: HT(summer) and Classic Fiction/ Cornerstones</i></p> <p><i>Poetry: Power of Imagery/Cinquins – HT/Cornerstones</i></p>	<p><i>Non-Fiction: Non-chronological reports – The Earth, Moon and Sun HA – relationship between them.</i></p> <p><i>Fiction: Science Fiction – HT – Fantasy short stories</i></p> <p><i>Poetry: Slam Poetry/Free verse – HT/Cornerstones – visitor?</i></p>	<p><i>Non-fiction: Biographies – HT/Cornerstones/Recounts</i></p> <p><i>Fiction: Playscripts – Y5/6 HT/dialogue – Cornerstones</i></p> <p><i>Poetry: Classic Poems – based on wyatt's 'Whoso list to Hunt' – HT/Cornerstones</i></p>	<p><i>Non-Fiction: Explanations – life-cycles – Cornerstones/HT</i></p> <p><i>Fiction: Classic Novels – Tom's Midnight Garden – HT/Cornerstones</i></p> <p><i>Poetry: Limericks - Cornerstones</i></p>	<p><i>Non-Fiction: Persuasive Writing inc letters - HT</i></p> <p><i>Fiction: Narrative - Cornerstones</i></p> <p><i>Debate Poetry: Create own poems about use/not using pesticides? HT</i></p>	<p><i>Non-Fiction: Instructions (How to mummify) and Newspaper Reports</i></p> <p><i>Fiction: Genre Fiction – stories from other cultures</i></p> <p><i>Poetry: Poetic Style - HT</i></p>
Mathematics 	<ul style="list-style-type: none"> Number: Place Value Number: Addition and Subtraction Statistics 	<ul style="list-style-type: none"> Number: Multiplication and Division Perimeter and Area Consolidation 	<ul style="list-style-type: none"> Number: Multiplication and Division Number: Fractions 	<ul style="list-style-type: none"> Number fractions Number: Decimals and percentages Consolidation 	<ul style="list-style-type: none"> Number: Decimals Geometry: Properties of Shapes 	<ul style="list-style-type: none"> Geometry: Position and Direction Measurement: Converting Units Measure: Volume Consolidation
Science 	<p>Properties and changing Materials</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p>	<p>Earth and Space</p> <p>Describe the changes as humans develop to old age</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun</p>		<p>Living things and their Habitats</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals</p> <p>Working scientifically Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line</p>	<p>Living things and their Habitats</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals</p> <p>Working scientifically Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>	

	<p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Working scientifically 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>across the sky</p> <p>Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Working scientifically Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, 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</p>		<p>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>Take measurements, 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>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>	
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	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	graphs, bar and line graphs 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 Identify scientific evidence that has been used to support or refute ideas or arguments				
Computing  E-Safety will be taught continuously throughout the year	We are game developers! Using Scratch to create a game	Use internet throughout Science topic Use stargazer APP on ipads for Night Under the stars	We are artists! Use Ink to create patterns and tessellations	We are game cryptographers ! Understand and use morse code	We are web developers We are bloggers!	We are architects!
History 		Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Study an aspect or them in British history that extends pupils' chronological knowledge beyond 1066			Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c.AD 900; Mayan civilization c AD900' Benin (West Africa) c AD 900-1300

<p>Geography</p> 	<p>Human and Physical Knowledge Describe and understand key aspects of physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p>	<p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Human and Physical Knowledge 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>Locational Knowledge Name and locate countries 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 changed over time.</p>	<p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use field work 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.</p>		<p>Human and Physical Knowledge 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>Art</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>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>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>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>DT</p> 	<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>	<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>		<p>Evaluate Evaluate their ideas and products against their own design criteria and consider the view of others to improve their work</p> <p>Make Select from and use a</p>	<p>Cooking and Nutrition Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Design Use research and develop design criteria to inform the design of innovative,</p>	<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Evaluate</p>

	<p>Technical Knowledge Understand and use electrical systems in their products e.g. series circuits incorporating switches, bulbs, buzzers and motors.</p>	<p>Evaluate Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the view of others to improve their work</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Technical Knowledge Apply their understanding of how to strengthen, stiffen, and reinforce more complex structures.</p>		<p>wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate and develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</p> <p>Make Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Technical Knowledge Apply their understanding of how to strengthen, stiffen, and reinforce more complex structures.</p>	<p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the view of others to improve their work</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing accurately.</p>
<p>PHSE</p> 	<p>Friendship Themes Democracy and rule of law</p> <ul style="list-style-type: none"> • Learning to Learn Week. • Secrets of success • Class rules • Pupil Voice. <p>Seal Units</p> <ul style="list-style-type: none"> • New beginnings <p>Go-Givers Units: Democracy (Local, national and European – 3 part lesson)</p>	<p>Anti-bullying Themes Individual liberty</p> <p>Seal Units</p> <ul style="list-style-type: none"> • Getting on and falling out • Say no to bullying <p>Go-Givers Units: Homophobia: Respecting all differences</p>	<p>Safer Internet Themes Being responsible citizens</p> <p>Seal Units</p> <ul style="list-style-type: none"> • Going for goals <p>Go-Givers Units: Keeping safe in Cyberspace (dangers of sharing personal information)</p>	<p>British Values Themes (Spirituality Week)</p> <ul style="list-style-type: none"> • Sex Education <p>Seal Units</p> <ul style="list-style-type: none"> • Good to be me <p>Go-Givers Units: Trapped in the mine</p>	<p>Eco and sustainable Themes</p> <p>Seal Units</p> <ul style="list-style-type: none"> • Relationships <p>Go-Givers Units: Oil disaster in the Gulf of Mexico</p>	<p>Multi-cultural Themes Mutual respect and tolerance</p> <p>Seal Units</p> <ul style="list-style-type: none"> • Changes <p>Go-Givers Units:</p>
<p>PE</p>	<p>Invasion Games Dance Dance</p>	<p>Swimming Dance Invasion Games</p>	<p>Dance</p>	<p>Gymnastics Net and wall games</p>	<p>Athletics Striking and fielding (Kwik Cricket)</p>	<p>Athletics Striking and fielding (Kwik Cricket)</p>

			Net and wall games			
<p>French</p> 	<p>Conversation revision. Introduction to using a French/English dictionary. Introduction to verb “to have”</p>	<p>Continue correspondence with French class and write second letter. Begin to learn some food and drink vocabulary and useful phrases for use in shops and cafés</p>	<p>Revise conversation topics to date. Revising known grammar and vocabulary for sentence construction. Counting to 79</p>	<p>New vocabulary acquisition and learning negative sentence construction through the “Kirikou et la Sorcière” story. Counting to 89</p>	<p>Learn about Euro and revise café and shop phrases, adding ice-creams! Learn a French song or rhyme</p>	<p>Conversation revision, focusing on using little extras such as “me too” to make the flow more natural. Counting to 100</p>
<p>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>Develop an understanding of the history 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>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>			