

St Andrew Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Adventure	<p>I am Warrior! Focus: History History – The Roman Empire and its impact on Britain DT – Shields and Helmets; Roman Design; Roman food</p>	<p>Road Trip USA Focus: Geography Geog- Using World and US maps; physical features Science – Electricity Art – Native American Dream Catchers Music – Traditional and cultural music</p>	<p>Traders and Raiders Focus: History History – Anglo Saxons and Vikings Geog – using maps; settlements in Europe Art – pattern and print making</p>	<p>1066 Focus: History History – 1066 The Norman Conquest Art – The Bayeaux Tapestry – drawing DT – designing drawbridges and castles</p>	<p>Playlist Focus: Science Music – music of the 20th century DT – Making instruments Science - Sound</p>	<p>Burps, bottoms and bile Focus: Science Science – Teeth; The digestive system DT – Healthy foods; textiles; working models Music – composing lyrics</p>
<p>R.E (come and See)</p> 	<p>People – The family of God in Scripture Called – Confirmation: a call to witness Gift – God’s gift of love and friendship in Jesus Judaism – Holy Books – The Torah and its importance.</p>		<p>Community – Life in the local Christian community and ministries in the parish Giving and Receiving – Living in Communion Self -Discipline – Celebrating growth to new life Spirituality Week</p>		<p>New life – to hear and live the Easter message Building Bridges – Admitting wrong, being reconciled with God and each other and the Sacrament of Reconciliation. God’s People –Different saints show people what God is like. World religion -</p>	
Terrific Texts!	<p>Key Text: The thieves of Ostia – Caroline Lawrence The Sewer Demon – Caroline Lawrence Story of Romulus and Remus</p>	<p>Key Text: The Indian in the Cupboard – Lynne Reid Banks Native American Tales and Legends – Alan A. Macfarlane Brother Eagle, Sister Sky – Susan Jeffers</p>	<p>Key Text: How to Train your Dragon – Cressida Cowell Myths and Legends of King Arthur The Last Viking – Terry Dreary</p>	<p>Key Text: Beowulf 1066 (I was there) Jim Eldridge The Battle of Hastings -Gillian Clements Non-fiction books and texts about 1066 1066 and before that – Brian Moses & Roger Stevens</p>	<p>Key Text: Stories from around the world about music – eg: The Sea-King’s Daughter Why Beethoven threw the stew and lots more stories about famous composers – Steven Isserlis</p>	<p>Key Texts: Mr Stink and Billionaire Boy /Demon Dentist – David Walliams Loo/Toothy/Dirty Bertie – Alan MacDonald Various non-fiction texts about digestive system Edward Lear - poems</p>

	<p>Non-fiction books: what the Romans did for Us – Alison Hawes</p> <p>HT – poems – from HT resources</p>	<p>Non-fiction books about the world, maps, atlases</p> <p>Classic poetry collections Non-fiction texts about USA -</p>	<p>Non-fiction books about Vikings and Saxons</p> <p>Poetry – see HT resources</p>	<p>Poetry – see HT and Cornerstones</p>	<p>Non-fiction books about composers and Sound</p> <p>Poetry: The Sound Collector – Roger Mc Gough</p>	
<p>English</p> 	<p>Non-Fiction: Information Texts – on Romans - HT</p> <p>Fiction – Imaginative stories - HT</p> <p>Poetry: List poems- HT</p>	<p>Non-Fiction : Recounts/diary writing- HT/Cornerstones</p> <p>Fiction: Stories from other cultures – HT/Cornerstones</p> <p>Poetry: Poems to Perform – HT/Cornerstones</p>	<p>Non-Fiction: Recounts/Reports – HT/Cornerstones</p> <p>Fiction: Myths and Legends (King Arthur) – HT/Cornerstones</p> <p>Poetry – Odes and Insults -HT</p>	<p>Non-fiction: non - chronological reports – HT/Cornerstones – report about the Domesday Book or Norman castles</p> <p>Fiction: Playscripts – use Y5 HT on playscripts/ Cornerstones</p> <p>Poetry: Kennings or General Poetry – HT/Cornerstones</p>	<p>Non-Fiction – Biography – famous musician</p> <p>Fiction – Stories in Familiar Settings – short narrative – HT/Cornerstones</p> <p>Song Lyrics- Cornerstones</p> <p>Poetry – Sound poems – based on ‘The sound collector’ Roger McGough - Cornerstones</p>	<p>Non-Fiction : explanations – HT/Cornerstones</p> <p>Fiction: Stories with humour – HT</p> <p>Poetry: Nonsense poems - HT</p>
<p>Mathematics</p> 	<ul style="list-style-type: none"> • Number: Place Value • Number: Addition and Subtraction 	<ul style="list-style-type: none"> • Measurement: length and perimeter • Number: multiplication and division • Consolidation 	<ul style="list-style-type: none"> • Number: Multiplication and Division • Measurement: Area • Fractions 	<ul style="list-style-type: none"> • Fractions • Decimals • Consolidation 	<ul style="list-style-type: none"> • Decimals • Measurement: money • Time 	<ul style="list-style-type: none"> • Statistics • Geometry: properties of Shape • Geometry: position and direction • Consolidation
<p>Science</p> 	<p>Missing objectives to be covered discreetly: (Misty Mountain Seirra)</p> <p>States of Matter Compare and group materials together according to</p>	<p>Electricity Identify common appliances that run on electricity</p> <p>Construct a simple series electric circuit, identifying, and name its basic parts, including</p>	<p>Missing objectives to be covered discreetly: (Misty Mountain Seirra)</p> <p>States of Matter Identify the part played by condensation and evaporation in the</p>	<p>Missing objectives to be covered discreetly:</p> <p>Living things and their habitats Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification</p>	<p>Sounds Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sound travel through a medium to the ear</p>	<p>Animals (incl. Humans) Describe the simple function of the basic parts of the digestive system in humans</p> <p>Identify the different teeth in humans and their simple functions</p> <p>Identify and interpret a</p>

	<p>whether they are solids, liquids and gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (IC)</p>	<p>cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a bulb will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch open and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>water cycle and associate the rate of evaporation with temperature.</p>	<p>keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and this can sometimes pose dangers to living things.</p>	<p>Find patterns between the pitch of a sound and the features of the object that produced it</p> <p>Find patterns between the volume of sound and the strength of vibrations that produce it</p> <p>Recognise that sounds get fainter as the distance from the sound increases</p>	<p>variety of food chains, identifying producers, predators and prey</p> <p>Working scientifically Set up simple practical enquiries, comparative and fair tests</p> <p>Make systematic and careful observations, and where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Identify difference, similarities and changes related to simple scientific ideas</p> <p>Use straight forward scientific evidence to answer questions to support their findings.</p>
<p>Computing</p>	<p>We are toy designers – The children will design a simple toy that</p>	<p>We are software developers – The children start by</p>	<p>We are co-authors – In this unit, the pupils collaborate to create a</p>	<p>We are HTML editors – The children will learn to edit and write HTML, and then use</p>	<p>We are musicians – In this unit, the children produce music suitable for any</p>	<p>. We are meteorologists – This unit brings together data measurement, analysis and</p>

 <p>E-Safety will be taught continuously throughout the year</p>	<p>incorporates sensors and outputs and then create an on-screen prototype of their toy in Scratch.</p>	<p>playing and analysing educational computer games, then plan and design a game, with a clear target audience in mind.</p>	<p>‘mini Wikipedia’.</p>	<p>this knowledge to create a web page.</p>	<p>purpose</p>	<p>presentation, as the children take on the role of meteorologists and weather presenters</p>
<p>History</p> 	<p>Learn about the Roman Empire and its impact on Britain</p>	<p>Learn about a non-European society that provides contrast with British History – one study chosen - Native Americans</p>	<p>Learn about the Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Study an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066</p>	<p>Learn about Britain’s settlements by Anglo Saxons and Scots</p>		
<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>Describe and understand key aspects of human</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>Describe and understand key</p>	<p>Geographical skills and fieldwork 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.</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 Locate the world’s countries using maps to focus on Europe (including the location of Russia) and North</p>	<p>Geographical skills and fieldwork Use maps, atlases, globes, digital/computer mapping to locate countries and describe features.</p>	

	<p>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 Locate the world's countries using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on the environmental regions, key physical and human characteristics, countries and major cities.</p> <p>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)</p>	<p>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>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region with North of South America.</p> <p>Geographical skills and fieldwork Use maps, atlases, globes, digital/computer mapping to locate countries and describe features.</p>		<p>and South America, concentrating on the environmental regions, key physical and human characteristics, countries and major cities.</p> <p>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 changed over time</p> <p>Geographical skills and fieldwork Use maps, atlases, globes, digital/computer mapping to locate countries and describe features.</p> <p>Use eight points of the compass, four and six figure grid references, symbols and key (Ordnance Survey Maps) to build their knowledge of the UK and the wider world.</p>		
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	<p>and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region with North of South America.</p>					
<p>Art</p> 	<p>Create sketchbooks 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</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 sketchbooks 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>Create sketchbooks 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>Find out about great artists, architects and designers in history.</p>	

	history.					
<p>DT</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, functional, appealing products that are fit or purpose and aimed at particular individuals or groups.</p> <p>Evaluate Understand how key events and individuals in design technology have helped shape the world.</p> <p>prototypes, pattern pieces and computer aided designs.</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, functional, appealing products that are fit or 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,</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, functional, appealing products that are fit or 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 designs.</p> <p>Evaluate</p>	<p>Design Use, research and develop design criteria to inform the design of innovative, functional, appealing products that are fit or purpose and aimed at particular individuals or groups.</p> <p>Make Select from and use from a 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>Design Use, research and develop design criteria to inform the design of innovative, functional, appealing products that are fit or purpose and aimed at particular individuals or groups.</p> <p>Evaluate Investigate and analyse a 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>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>Cooking and Nutrition 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>Design Use, research and develop design criteria to inform the design of innovative, functional, appealing products that are fit or 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,</p>

	<p>Evaluate Evaluate their ideas and products against their own success criteria and consider the views of others to improve their work.</p> <p>Make Select from and use from a 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>Technical Knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex</p>	<p>prototypes, pattern pieces and computer aided designs.</p>	<p>Evaluate their ideas and products against their own success criteria and consider the views of others to improve their work.</p> <p>Make Select from and use from a 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>Technical Knowledge Understand and use mechanical systems in their products e.g. gears, pulleys, cams, levers and linkages.</p>			
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	structures. Understand and use mechanical systems in their products e.g. gears, pulleys, cams, levers and linkages					
<p>PHSEE</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: Rights and Responsibilities: Getting the Balance Right</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: Photo-captions Homophobia: Respecting all differences</p>	<p>Safer Internet Themes Being responsible citizens</p> <p>SEAL Units:</p> <ul style="list-style-type: none"> Good to be me <p>Go-Givers Units: Be a Goodwill Ambassador</p>	<p>British Values Themes (Spirituality Week)</p> <p>Sex Education</p> <p>SEAL Units:</p> <ul style="list-style-type: none"> Going for goals Alcohol Education <p>Go-Givers Units: Olympic Games – Now and Then</p>	<p>Eco and sustainable Themes</p> <p>SEAL Units:</p> <ul style="list-style-type: none"> Relationships <p>Go-Givers Units: Saving the Rainforest (geog/hist/environ issues)</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> 	<ul style="list-style-type: none"> OAA & Gymnastics Invasion Games 	<ul style="list-style-type: none"> Dance Invasion Games 	<ul style="list-style-type: none"> Gymnastics apparatus Ball Skills 	<ul style="list-style-type: none"> Gymnastics apparatus Net and Wall Games 	<ul style="list-style-type: none"> Gymnastics floor work Net and Wall Games 	<ul style="list-style-type: none">
<p>French</p>	<ul style="list-style-type: none"> Days of the week. Asking and saying today's date. Introduction to using some of the 	<ul style="list-style-type: none"> Talking about brothers and sisters. Beginning to use "you are," plural 	<ul style="list-style-type: none"> Revising and practising conversation skills. Revision of known noun and adjective 	<ul style="list-style-type: none"> Begin a correspondence with a class of French children. Learn to recognise and use the pronouns "he" and 	<ul style="list-style-type: none"> Learn "they are" and begin to ask a third person's name. 	

	verb "to be."	version.	vocabulary.	"she."		
<p data-bbox="147 703 226 730">Music</p> 		<p data-bbox="539 336 752 619">Appreciate and understand a wide range of high quality and live music drawn from different traditions and from great composers and musicians.</p>		<p data-bbox="1115 336 1379 587">Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p data-bbox="1413 336 1720 555">Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p data-bbox="1413 600 1704 751">Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p data-bbox="1413 796 1671 916">Listen with attention to detail and recall sounds with increasing aural memory</p> <p data-bbox="1413 960 1715 1144">Appreciate and understand a wide range of high quality and live music drawn from different traditions and from great composers and musicians.</p> <p data-bbox="1413 1189 1704 1241">Develop an understanding of the history of music.</p>	<p data-bbox="1749 336 2078 456">Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>