



St George Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Adventure	<p>Gods and Mortals Focus: History History – Ancient Greece Art – 3D Sculpture; Greek Art and Design Geog – Ancient and Modern Day Greece – geographical features; using maps</p>	<p>Urban Pioneers Focus: Geography Art – Photography; Graffiti art; observational drawing Science – Light and Dark Geog – Fieldwork</p>	<p>Tribal Tales Focus: History History – Prehistoric Britain from Stone Age to Iron Age Art – clay beakers, Iron Age jewellery DT – tool design and making; building structures</p>	<p>Mighty Metals Focus: Science Science – Forces and Magnets working scientifically DT – Building an Iron Man; making electrical circuits Music – performing using metal instruments</p>	<p>Predators Focus: Science Science – Animals including humans Nutrition and food chains</p>	<p>Flow Focus: Geography Geog – Using maps, fieldwork. Water cycle, rivers of the world; counties and cities of the UK Art – Painting DT – Mechanical systems and structures</p>
<p>R.E (come and See)</p> 	<p>Homes – God’s dream for every family Promises –The promises made at Baptism Visitors – Advent: waiting for the coming of Jesus Judaism Week</p>		<p>Journeys – Christian families Journey with Jesus Listening and sharing –Jesus gives himself to us in a special way Giving All –Lent: a time to remember Jesus’ total giving</p>		<p>Energy – Gifts of the Holy Spirit Choices – The importance of the Examination of Conscience and the Sacrament of Reconciliation Special Places –Holy Places for Jesus and the Christian</p>	
Terrific Texts!	<p>Key Text: Myths and Legends – various sources – Marcia Williams Helping Hercules – Francesca Simon Various non-fiction books about Ancient Greece</p>	<p>Key Text: Emil and the detectives – Erich Kastner The Family from One End Street – Eve Garnett The Journey Home Scribble Boy – Philip Ridley Graffiti Culture – Liz Gogerly</p>	<p>Key Text: Ug – Raymond Briggs or Stone Age Boy – Satoshi Kitamura Stig of the Dump – Clive King Non-fiction books about the Stone Age/Bronze Age Poetry from The Works</p>	<p>Key Text: The Iron Man Ted Hughes’ poetry – The Iron Wolf – poems for young readers Non-fiction books about metals, forces and magnets Poetry collections – The Works</p>	<p>Key Text: Freefall – David Weisner or The Boy who flew with Eagles – Laura Leikona Non-fiction books about predators/food chains etc. Who Eats What? – Patricia Lauder Animal Poems – compiled by Jennifer Curry</p>	<p>Key Text: Paddle to the Sea – Holling Nancy Holling The Morning I met a Whale – Michael Morpurgo The Wind in the Willows – Kenneth Graeme Non-fiction books about rivers ‘The River’ – Valerie Bloom</p>

<p>English</p> 	<p><i>Non-fiction: Instructions and explanations – HT/Cornerstones</i></p> <p><i>Fiction: Narrative: Myths and Legends – writing a part of a myth/character profiles – HT/Cornerstones</i></p> <p><i>Poetry: Poems from around the world - HT</i></p> <p><i>Non-fiction: Letters – HT/Cornerstones</i></p>	<p><i>Non-fiction: Letters/emails HT/Cornerstones</i></p> <p><i>Fiction: Narrative – Adventure Stories – HT/Cornerstones</i></p> <p><i>Poetry: Free verse/rap – for performance</i></p>	<p><i>Non-fiction: Non-chronological reports</i></p> <p><i>Fiction: Plays and dialogues- HT</i></p> <p><i>Poetry: Poems using similes and metaphors - Cornerstones</i></p>	<p><i>Non-fiction: Instructions</i></p> <p><i>Fiction: Stories about imaginary worlds – HT/Cornerstones</i></p> <p><i>Poetry: Nonsense Poetry - HT</i></p>	<p><i>Non-fiction: Recounts or Writing a Speech – Cornerstones</i></p> <p><i>Fiction: Adventure Stories - HT</i></p> <p><i>Poetry: Animal poems – HT/Cornerstones</i></p>	<p><i>Non-Fiction: Newspaper Reports – HT/Cornerstones</i></p> <p><i>Fiction: Stories from other cultures – HT</i></p> <p><i>Poetry – based on Valerie Bloom’s ‘The River’ – Cornerstones – or Poems from Around the World</i></p>
<p>Mathematics</p> 	<ul style="list-style-type: none"> • Number: Place Value • Number Addition and Subtraction 	<ul style="list-style-type: none"> • Number: Multiplication and Division 	<ul style="list-style-type: none"> • Number: Multiplication and Division • Measurement: money • Statistics 	<ul style="list-style-type: none"> • Measurement: length and perimeter • Number: Fractions 	<ul style="list-style-type: none"> • Number: Fractions • Measurement: Time 	<ul style="list-style-type: none"> • Geometry: properties of Shapes • Measurement: mass, capacity and temperature
<p>Science</p> 	<p>Light Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p>	<p>Light Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Working Scientifically Ask relevant questions and using different types of scientific enquiries to answer them</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using</p>	<p>Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Working Scientifically Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>Forces and Magnets Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p>	<p>Animals including Humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Working Scientifically Ask relevant questions and using different types of scientific enquiries to answer them</p>	<p>Rocks Recognise that soils are made from rocks and organic matter.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Working Scientifically Ask relevant questions and using different types of scientific enquiries to answer them</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Gather, record, classify and</p>

		a range of equipment, including thermometers and data loggers		Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing Working Scientifically Set up simple practical enquiries, comparative and fair tests		present data in a variety of ways to help in answering questions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
Computing  E-Safety will be taught continuously throughout the year	<ul style="list-style-type: none"> Creating an animated cartoon using the software Scratch. 	<ul style="list-style-type: none"> We are bug fixers - explaining how scripts work and how to find and correct errors in them. 	<ul style="list-style-type: none"> We are network engineers - investigating how computer networks work. 	<ul style="list-style-type: none"> We are communicators - learning about how to use email and video conferencing safely. 	<ul style="list-style-type: none"> We are presenters - making a short narrated video using iMovie on the iPads. Linked to the learning adventure, by creating an advert for food product 	<ul style="list-style-type: none"> We are opinion pollsters - creating our own opinion poll, seek responses, and then analyse the results.
History 	Learn about Ancient Greece & a study of Greek life and achievements and their influence on the western world	Conduct a local history study.	Learn about changes in Britain from the Stone Age to the Iron Age			
Geography 	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. Geographical skills and	Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	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. Describe and understand key aspects of human geography,		Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features 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	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 their environmental regions, key physical and human characteristics, countries, and major cities.

	<p>fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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>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>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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>and graphs, and digital technologies.</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 United Kingdom and the wider world.</p>	<p>Name and locate counties and cities of the United Kingdom, 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>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>
<p>Art</p> 	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Find out about great artists, architects and designers in history.</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 [for example, 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 [for example, pencil, charcoal, paint, clay].</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>
<p>DT</p> 	<p>Design 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>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>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>Understand and use mechanical systems in their products [for example,</p>

	<p>Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Technical Knowledge Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p>		<p>Evaluate Evaluate their ideas and products against their own design 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>Evaluate Investigate and analyse a range of existing products</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>Evaluate Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	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>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>Safer Internet Themes SEAL Units:</p> <ul style="list-style-type: none"> • Going for Goals. 	<p>British Values Themes (Spirituality week)</p> <p>Sex Education</p> <p>SEAL Units:</p> <ul style="list-style-type: none"> • Good to be me. 	<p>Eco and Sustainable Themes SEAL Units:</p> <ul style="list-style-type: none"> • Relationships 	<p>Multicultural Themes Mutual Respect and Tolerance SEAL Units:</p> <ul style="list-style-type: none"> • Changes
<p>PE</p> 	<ul style="list-style-type: none"> • Invasion games • Gymnastics. 	<ul style="list-style-type: none"> • Invasion games • Dance. 	<ul style="list-style-type: none"> • Gymnastics. • Ball skills 	<ul style="list-style-type: none"> • Net and wall games. • Dance. 	<ul style="list-style-type: none"> • Games activities • Net and wall games. 	<ul style="list-style-type: none"> • Athletics. • Dance.
<p>French</p>	<ul style="list-style-type: none"> • Learning to say 'hello and goodbye. 'What's your name?' The alphabet. 	<ul style="list-style-type: none"> • Simple sentence building, introduction to masculine and feminine and 	<ul style="list-style-type: none"> • Colours, including using them in sentences. • Using 'how are you? How old are you? 	<ul style="list-style-type: none"> • Numbers up to 39. Months of the year. Talking about birthdays. 	<ul style="list-style-type: none"> • Learning a nonsense rhyme and completing work based on it. 	<ul style="list-style-type: none"> • Animal vocabulary and talking about pets.

	<ul style="list-style-type: none"> A few basic nouns and adjectives. 	<p>counting to 12.</p>				
<p>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>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>		