

ART 2yr SUBJECT MAP for Juniper Class

| KS1 Curriculum coverage | KS2 Curriculum coverage | LINKS |
|---|--|---|
| Painting Drawing (pencil and charcoal) Sculpture Collage | Painting Drawing (pencil and charcoal) Sculpture (including collage) | Within each cycle (A and B) 1x unit with RE link 1x unit with other subject link (Hist or Geog are often easiest) 1x mixed unit of 3 weeks linked to creative writing, 2 weeks linked to specific artist |

| | | OUTCOME | TECHNIQUES (colour, pattern, line, texture, shape, form, space) | MATERIAL (pencil, charcoal, paint, tye-dye, fabric, clay, metal, wood, natural, etc) | SKILL <ul style="list-style-type: none"> • painting • drawing • sculpture | KNOWLEDGE OF THE ARTIST | KEY DRIVER & VALUE | EMOTIONAL / SOCIAL ASPECTS | CROSS CURRICULAR LINK |
|---|---|----------------|--|---|--|---|---|--|---------------------------------|
| A | 1 | Painting | Colour, line, shape and form | Paint | Painting | Van Gogh | Creativity Wider Horizons Pride Respect | Empathy Motivation | English Geography History |
| | 2 | Drawing | Shape, line, texture and form | Pencil Charcoal | Drawing | Mountain art | Creativity Wider Horizons Well-being & spirituality | Empathy Motivation | English Geography |
| | 3 | Sculpture | Line, shape, space and form | Wire Paper Card | Sculpture | Alexander Calder | Creativity Wider Horizons Well-being & spirituality | Empathy Motivation | History |
| B | 1 | Sculpture | Colour, form, pattern, shape & space | Paper Card Ceramic tiles | Sculpture | Historical mosaics and their significance | Creativity Wider Horizons Pride | Empathy Motivation | Geography History |
| | 2 | Paint - fabric | Colour, pattern, line, texture, space | Fabric Fabric paints | Painting | Historical Viking designs | Creativity Wider Horizons Health, well-being & spirituality | Empathy Motivation Social skills | History Geography DT |
| | 3 | Drawing | Line, shape, space & form | Pencil | Drawing | Various artists / images | Creativity Wider Horizons Wellbeing & spirituality | Empathy Motivation | PE History Computing |

DT 2yr SUBJECT MAP for Juniper Class

| DT area | KS1 | KS2 | Curriculum Coverage in both Key stages | Skills (consider under Technical Knowledge) |
|---------------------|--|---|---|--|
| Design | Drawings, templates, mock-ups | Drawings, templates, prototypes, cross sections, exploded diagrams, CAD Consider innovation and functionality | <ul style="list-style-type: none"> Materials (wood, metal, plastic) Ingredients Textile Aim that each year there is a Food DT 'unit' | Scissors, scoring knife, saw, sticking, joints & joining (corner plates, angles of corners, bolts, pins), shaping, hammer, drill.... |
| Make | Materials, Ingredients, Textiles | Materials, Ingredients, Textiles | | |
| Evaluate | Against design criteria | Against design criteria Consider how designers have shaped the world (e.g. domes, bridges, etc) | | |
| Technical Knowledge | Strength and stiffness Levers, sliders, wheels, axles | Strength and stiffness Gears, pulleys, cams, levers, linkages, buzzers, bulbs, motors, switches Link to computing (programming) | | |
| Food | Healthy diet Where food comes from | Healthy diet Savoury dishes with a range of cooking techniques Understand seasonality, processing, caught & reared | | Cutting (different types of hold), mixing & blending, spreading, cooking, etc |

| | | Outcome | Design | Make | Evaluate | Technical Knowledge | Material / Ingredient / Textile | Key Driver & Value | Emotional / Social | Cross-Curricular link |
|---|---|-----------------------------------|---|---|----------------------------------|--|---|--|---|---------------------------------|
| A | 1 | Food (Savoury) | Victorian sandwich fillings for an afternoon tea | Victorian sandwiches for an afternoon tea | Tasting | Cutting, mixing, blending, names of ingredients & food hygiene | Suitable sandwich-filling ingredients | Health & well-being Creativity | Empathy - understanding of what Victorians would have eaten | History Science |
| | 2 | A glider (Fly the Line Challenge) | Investigate and design a glider | A glider | Evaluate against design criteria | Scissors, scoring knife, sticking, joints & joining | Paper, card & polystyrene | Creativity Wider Horizons Child's unique success | Social skills Motivation Managing feelings | Science |
| | 3 | Buzzers & bulbs | Research and develop design criteria for a wire loop game | North American bag | Evaluate against design criteria | Names of tools and materials | Felt, cotton or hessian | Creativity Wellbeing & spirituality Child's unique success | Social skills Motivation Managing feelings | History RE |
| B | 1 | Food (Seasonality) | Research autumnal seasonal foods | A healthy, seasonal side dish, e.g. stuffed peppers | Tasting | Name of equipment & ingredients | Seasonal ingredients from the locality | Creativity WAYS Child's unique success | Social skills Motivation Managing feelings | English Geography Science |
| | 2 | Motors & switches | Investigate and design a motorised vehicle | A motorised vehicle | Evaluate against design criteria | Names of tools, equipment and materials | Wooden wheels, motor kits, balsa wood, fixing materials | Creativity Wider Horizons Child's unique success | Social skills Motivation Managing feelings | Science |
| | 3 | Greek pot | Investigate and design a Greek pot | A Greek pot | Evaluate against design criteria | Names of tools and materials | Clay | Creativity Wider Horizons Child's unique success | Social skills Motivation Managing feelings | Art Geography History |

MFL 2yr SUBJECT MAP for Sycamore and Juniper class

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| Songs and rhymes | Being able to ask and answer questions | Being able to speak in sentences | Vocabulary around: People & family, places, things, food, animals, actions, numbers, days, months & seasons |
|------------------|--|----------------------------------|--|

| | | PEOPLE & FAMILY | PLACES & THINGS | FOOD | ANIMALS | ACTIONS | NUMBERS | DAYS / MONTHS / SEASONS | SONGS & RHYMES | ASK & ANSWER QUESTIONS | SPEAK IN SENTENCES | KEY DRIVERS & VALUES | EMOTIONAL / SOCIAL | CROSS-CURRICULAR LINKS |
|---|---|-----------------|-----------------|------|---------|---------|---------|-------------------------|----------------|------------------------|--------------------|--------------------------------|--|--------------------------|
| A | 1 | ✓ | | | | | | ✓ | ✓ | ✓ | ✓ | Creativity WH WAYS LR | SA Empathy Motivation MF Social Skills | Geography RE Music |
| | 2 | | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | Creativity WH WAYS LR | SA Empathy Motivation MF Social Skills | Geography RE Music |
| | 3 | | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | Creativity WH WAYS LR | SA Empathy Motivation MF Social Skills | Geography RE Music |
| B | 1 | ✓ | | | | | | ✓ | ✓ | ✓ | ✓ | Creativity WH WAYS LR | SA Empathy Motivation MF Social Skills | Geography RE Music |
| | 2 | | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | Creativity WH WAYS LR | SA Empathy Motivation MF Social Skills | Geography RE Music |
| | 3 | | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | Creativity WH WAYS LR | SA Empathy Motivation MF Social Skills | Geography RE Music |

- Juniper the same as Sycamore but they need to record their language in written form.

MUSIC 2yr SUBJECT MAP for Juniper Class

| Musical areas to cover | Musical knowledge | KS1 | KS2 |
|--|--|--|---|
| <ul style="list-style-type: none"> • Critical Enjoyment (give opinion based on musicality) • Composition • Musical Canon (wide range of types of music) • Singing • Learn an instrument (one per phase – KS1, LKS2, UKS2) • Use technology for Music | Pitch Duration Dynamics Tempo Timbre Texture Structure Musical Notation | <ul style="list-style-type: none"> • Use voice expressively • play tuned and untuned instrument • listen to live and recorded music with critical enjoyment • create / select / combine sounds | <ul style="list-style-type: none"> • perform with voice • perform with tuned and untuned instruments • improvise and compose • listen with critical detail • Staff and other musical notation • history of music • wide range of music |

| | | SING & PERFORM (CLASS PRODUCTION) | COMPOSE (NOT WITH LEARNED INSTRUMENT) | LEARN AN INSTRUMENT | LISTENING / CRITICAL ENJOYMENT / MUSICAL CANNON | MUSICAL KNOWLEDGE | KS2 PERFORM WITH INSTRUMENT | ICT | KEY DRIVERS AND VALUES | EMOTIONAL / SOCIAL | CROSS-CURRICULAR LINKS |
|---|---|-----------------------------------|---------------------------------------|---------------------|---|----------------------------|-----------------------------|------------------------|---|---|------------------------|
| A | 1 | Journeys | ✓ | | ✓ | Song Cycle | | Voices Calling - movie | Creativity WH WAYS LR | Self-awareness Empathy Motivation Managing feelings | PSHE |
| | 2 | World Unite | ✓ | | ✓ | Step Dance | ✓ | | Creativity WH WAYS LR W & S | Self-awareness Empathy Motivation Managing feelings | PE |
| | 3 | Class Production | ✓ | | ✓ | Pitch Duration Tempo | | | Creativity WH WAYS LR | Self-awareness Empathy Motivation Managing feelings Social Skills | English |

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|---|---|---------------------|---|--|---|-----------------------------|---|--|---|--|----------------|
| B | 1 | Growth | ✓ | | ✓ | Street dance | | | Creativity WH WAYS LR W & S | Self- awareness Empathy Motivation Managing feelings | PE |
| | 2 | Roots | ✓ | | ✓ | Mini musical performance | ✓ | | Creativity WH WAYS LR W & S | Self- awareness Empathy Motivation Managing feelings | English |
| | 3 | Class production | ✓ | | ✓ | Pitch Duration Tempo | | | Creativity WH WAYS LR | Self- awareness Empathy Motivation Managing feelings Social Skills | English Art |

GEOGRAPHY 2yr SUBJECT MAP for Juniper Class

| GEOGRAPHICAL SKILLS | KS1 CURRICULUM | KS1 CURRICULUM |
|---|---|--|
| <ol style="list-style-type: none"> 1. Knowledge of place (location, names) 2. Physical characteristics (topography, weather) 3. Human characteristics (population, language) 4. Key processes (weather, river flow, formation of mountains, etc) – mainly KS2 5. Fieldwork skills (collect, analyse, communicate data) 6. Secondary Sources skills (maps, diagrams, globes, atlas, arial photos, tables and charts) 7. Geographical language | <ul style="list-style-type: none"> • 7 continents and oceans • Equator, North & South poles • 4 countries of the UK • Detailed knowledge of one location of UK – usually local - (so can compare to a non-UK location) • Detailed knowledge of one non-UK location (so can compare to a UK location) • Seasonal weather in UK | <ul style="list-style-type: none"> • UK location (fieldwork??) • European location • North or South American Location • Climate Zones • Biomes and Vegetation belts • Rivers (fieldwork??) • Mountains • Volcanoes • Water Cycle (fieldwork) • Maps, Grid References, Compass work |

| | | CURRICULUM ASPECT | KNOWLEDGE OF PLACE | PHYSICAL CHARACTERISTICS | HUMAN CHARACTERISTICS | PROCESSES | FIELDWORK SKILLS | SECONDARY SOURCE SKILLS | GEOGRAPHICAL LANGUAGE | KEY DRIVERS AND VALUES | EMOTIONAL & SOCIAL | CROSS – CURRICULAR LINKS |
|---|---|-------------------|---|--|--|---|---|--|--|---|--|---------------------------|
| A | 1 | | | | | | | | | | | |
| | 2 | Mountains | Location of mountains/ mountain ranges around the world | Slope & elevation Vegetation Weather | Lifestyle Tourism | Formation Erosion | | Globe Atlas Topic books Photos Maps Computing | Summit, base, elevation, slope, glacier | Wider horizons WAYS Language richness | Empathy – *understanding of natural disasters *living and working in a mountain region | English History Art |
| | 3 | Coasts | Locate coastal areas visited on a map | How coasts are formed What features do coastal areas have | Types of settlement, land use, lifestyle & tourism | Erosion & deposition Formation of caves, stacks and arches | Observation of coastal features – whole school visit? | Topic books Globe Atlas Photos Maps Computing | Land use, economic activity, coastal erosion, deposition, cave, arch, stack, shore | Wider horizons WAYS Language richness | Empathy – *understanding of natural disasters *living and working in a coastal region | English Science |
| B | 1 | Biomes | World | Climate Vegetation | Land use Types of settlement | Ecosystems | | Topic books Photos Maps Computing | Arctic climate, Mediterranean climate, desert climate, tropical climate | Wider horizons, WAYS Language richness | Empathy | English Science |

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|--|---|-----------|-------|------------------------------------|---|--|--|--|---|---|---------|---------------------------|
| | 2 | | | | | | | | | | | |
| | 3 | Volcanoes | World | Vent, summit crater, magma chamber | Effects on people living in surrounding areas | Different types of volcanoes and their formation | | Topic books Photos Maps Computing | Vent, summit crater, magma chamber, ash, active volcano, dormant volcano, composite volcano, compound volcano, conduit, eruption, fault, lava | Wider horizons WAYS Language richness | Empathy | English History Art |

HISTORY 2yr SUBJECT MAP for Juniper Class

| HISTORICAL SKILLS | KS1 CURRICULUM | KS2 CURRICULUM |
|---|--|--|
| 1. British History 2. Non-British History – civilisations 3. Historical Vocabulary – empire, civilisations, peasantry, democracy, trade, food and farming, warfare, technology, clothing 4. Historical change – developments, causes 5. Historical enquiry – uses of primary and secondary resources 6. Link to wider events | <ul style="list-style-type: none"> • Changes in living memory in natural life (toys, etc) • Great Fire of London • Flight • Local History (events, people) • Famous people 1 • Famous people 2 <p>Famous people = Florence Nightingale & Mary Seacole, Queen Elizabeth 1 and Queen Victoria, Columbus and Armstrong and Write Brothers</p> | <ul style="list-style-type: none"> • Britain Stone Age to Iron Age • Roman Empire (2 terms?) • Anglo Saxons / Scots • Vikings & Anglo Saxons during Edward Confessor • Local History • Victorians (2 terms?) • One of Egypt, Shang, Indus, Ancient Sumer (2 terms?) • Ancient Greece (2 terms?) • Islam AD900 |

| | | CURRICULUM | BRITISH | NON-BRITISH | VOCABULARY | HISTORICAL CHANGE | HISTORICAL ENQUIRY | LINK TO WIDER EVENTS | KEY DRIVERS AND VALUES | EMOTIONAL / SOCIAL | CROSS – CURRICULAR LINKS |
|---|---|------------|---------|-------------|--|---|--|---|--|--|----------------------------|
| A | 1 | Victorians | ✓ | | Industrial Revolution, land workers, factory workers, specific inventions and names of inventors, illnesses / ailments and who made medical improvements | *Effects of the Industrial Revolution *Victorian inventions *Medical advances | *Differences between rich and poor *Investigate how lives were improved | Visit to the SS Great Britain and Being Brunel Museum | WH LR W & S WAYS | Empathy Managing feelings Social skills Language richness | English Geography |
| | 2 | | | | | | | | | | |
| | 3 | Islam | | ✓ | Baghdad, House of Wisdom, caliph, empire, Al-Khwarizmi, Caliph Al Mansur, Al-Zahrawi, Ibn al-Haytham, | *Establishment of Baghdad *Trade & travel *Legacy of early Islam | Reliability of evidence | Market stall to sell children's crafts to parents * | Creativity Wider horizons Unique achievement of every child WAYS Language richness | Empathy Motivation Social skills Language richness | *DT – Clay pots Art |

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|---|---|---------|--|---|---|--|--|--|---------------------------|---|-----------------------------------|
| | | | | | Jabir ibn Hayyan, Al-Kindi, Silk Road, Allah, Abu Bakr, Ali, Sunni, Shia, geometric, calligraphy, Arabesque, Mecca | | | | | | |
| B | 1 | Romans | | ✓ | Pantheon, Basilica, barbarian, amphitheatre, chariot, slave, villa, standard, toga, soldier, coin, baths, Julius Caesar, mosaic, aqueduct, Empire, Colosseum, gladiator | *Roman Empire and power of the army *Invasion by Claudius *Boudicca *Roman influence on Britain | How were British lives influenced by the Romans? | Roman Baths | WH LR W & S WAYS | Empathy Managing feelings Empathy Social skills Language richness | English Geography Art DT |
| | 2 | Vikings | | ✓ | Longboat, freeman, archer, thatched house, runes, slave, York, Wessex, Danelaw, Jorvik, Freyja, Odin, Thor | *Viking raids and invasion *Alfred the Great *Further Viking invasions | How the Viking raids affected life in Britain | Viking dress-up day – drama linked to invasion | WH LR W & S WAYS | Empathy Managing feelings Empathy Social skills Language richness | English Geography Art DT |
| | 3 | Greeks | | ✓ | Empire, democracy, politics, city states, Athens, Sparta, Persia, hoplite, gods, Olympics, Pheidippides, | *Influence of Ancient Greeks on Western World | How have the Ancient Greeks affected our lives in Britain today? | Ancient Greek dress-up day Greek feast | WH LR W & S WAYS | Empathy Managing feelings Empathy Social skills Language richness | English Geography DT |