



Elmhurst
Primary

Little seeds, big dreams

Elmhurst Primary
School
Curriculum Map

2023-24

Elmhurst Primary School Curriculum Map 2023 - 24 - Nursery

	Term 1		Term 2		Term 3	
Science	Understanding the world around us	Plants	Winter (incl. trip to the farm)	Plants (revisited)	Life Cycle (incl. trips to Paradise Park and West Ham Park)	Seaside (incl. trip to Shoeburyness beach)
Science detail	With a focus on early language development and observation skills, pupils undertake nature walks in the Nursery garden and populate daily weather charts. Use of texts (e.g. Owl Babies) and videos (e.g. owls feeding) are used to help pupils embed new vocabulary e.g. food, tree, branch, twig.	Having observed the natural world in the first unit, pupils are encouraged to care it (e.g. clearing flowerbeds, planting bulbs, pruning). The development of observation skills continues to be a focus with pupils encouraged to use full sentences to describe (e.g. The tree is big. The tree has leaves.)	A trip to the farm at the start of this unit gives many of our pupils their first introduction to real life animals, enabling them to have an experience to draw upon throughout the unit. Pupils learn animal names and describe their appearance. Literacy learning around Gruffalo's Child supports pupils to understand new vocabulary associated with the natural world in winter e.g. hibernation, bare trees.	Learning from AUT2 is revisited here as pupils observe changes to the bulbs they planted before Christmas, using drawings and magnifying glasses. Parts of a flower are also discussed and pupils print their own picture of a flower, verbally naming the stem, flower, petals, leaves, roots. Once again, they are encouraged to care for the world around them by planting new seedlings for spring.	An initial trip to Paradise Park gives pupils the opportunity to observe animals and plants, activating their prior knowledge of names. Pupils will revisit plants and seeds in this unit, planting beans and sunflowers. The new learning follows the life cycle of chick, with opportunities to observe the hatching process in class. A trip to West Ham Park at the start of SUM2 is another opportunity for pupils to observe how plants change over time.	Ahead of a trip to Shoeburyness, pupils learn about features of a beach (e.g. sand, stone, logs) as well as the animals that live there (e.g. crabs, jelly fish). At the beach, pupils make comparisons to the geography of where they live. Once again, pupils are encouraged to care for the world around them by pick up litter at the beach in order to tackle pollution.
Computing	Nursery continuous provision: Ipads on Weds afternoons, recordable microphones, battery operated toys, torches Nursery will use recordable boxes to label parts of a tree (new for 2021) Pupils watch videos about different religious festivals, such as Eid, who celebrates Eid and a day in the life of a Muslim. Festivals and religious leaders are explained through the use of videos and images online, such as Diwali, Guru Nanak, Christmas. Pupils are consistently shown videos on IWB for non/fiction & fiction texts to enhance their understanding of the world to develop their language.		Nursery Continuous provision: Ipads on Weds afternoons, recordable microphones, battery operated toys, torches Pupils use recordable pegs for their 'My history' unit. Pupils bring in photos of themselves and clip these onto the pegs and record what is happening in the photo (new for 2021). Pupils watch life cycle and habitat videos online about chicks as part of their science learning. Pupils plant beans towards the end of Spring term and watch videos of the bean plant germinating. They also watch videos of sunflowers germinating. West Ham Park visit whereby pupils take pictures and videos of their observations.		Nursery continuous provision: Ipads on Weds afternoons, recordable microphones, water proof turtles for counting, torches Nursery go to West Ham park each half term. Classes will take ipads for pupils to capture photos and videos (new for 2021) Pupils to use remote control toys to navigate them around a map using positional language.	
Digital Literacy	How can we stay safe online? New learning: Pupils discuss what to do if something they see worries them or pops up on their screen when they are online.		Internet Safety Day activity		How can we stay safe online? Smartie the Penguin story. Pupils build on learning from Autumn term. Story 1: Pop-ups and in-app purchasing, Inappropriate websites & Cyber-bullying. Story 2: Upsetting images, Unreliable information & talking to strangers online. Pupils discuss what to do when faced with these problems. They have additional resources to reinforce the story messages after reading it.	
Music	Daily singing, learning number songs and nursery rhymes. Remember and sing entire songs Sing the pitch of a tone sung by another person (pitch match) Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs Create their own songs or improvise a song around the one they know		Learning about different instruments What is an instrument and how do we use it? Daily singing as in term one, increasingly matching pitch and following melody Children will also have access to various untuned instruments and percussion. Children will be encouraged to clap/stamp/tap to the beat of music.		Beginning to understand music can be used as a form of expression. Children will listen to different types of music and think about how the music makes them feel, is this sad music or happy music? Play instruments with increasing control to express their feelings and ideas. (Through musical stories, or musical journeys).	
RE	Diwali (celebrating) In this unit, the pupils will recognise that stories can give messages to people who follow a particular religion about what is important and how they should behave. They look into how it is celebrated.	Christmas and The Nativity assembly Pupils will review what they know about how Diwali is celebrated before introducing this new topic. New learning: Pupils will learn about what happens at Christmas. They will explore this big question by looking at the nativity story. With a focus on early language development, pupils are encouraged to use new vocabulary when talking about the story, pictures, or books about Christmas. Pupils will learn about who celebrates the festival of Christmas and how they celebrate. Parents will have the opportunity to watch their children in a Nativity assembly, where they will perform songs they have been learning. Pupils will make Christmas decorations for this assembly.	What can we learn from the story, Seven new Kittens? In this unit, the children will be introduced to the Prophet Muhammad and will learn why he is such an important person to Muslim people. They will recognise that stories can give messages to people who follow a particular religion about what is important and how they should behave. They will learn that Muslim people believe animals should be treated with kindness and care	Easter (celebrating) Pupils will review what they know about celebrations before being introduced to this new topic. New learning: Pupils will explore the Christian festival of Easter which occurs in March/April time. Easter is the most important festival for Christian people because it tells the story of the death and resurrection of Jesus, who they believe was the son of God. In these lessons children will learn and think about how Christians mark this celebration in their homes as well as in their churches. There is an opportunity to invite in a local Christian to share what they do as a family or at their church to celebrate Easter.		

	Term 1	Term 2	Term 3		
PEED	<p>Self Regulation, Managing Self, Building Relationships</p> <p>Being Me: In Reception, pupils begin to recognize that they have an individual identity that is tied to the numerous groups they belong to (their family, their class, their school, faith, etc.) and begin to explore how they fit into these groups. Pupils explore being a classroom member and appropriate learning behaviours as well as identify and name feelings and begin to learn how to manage their feelings with support. Pupils explore being gentle through discussions about feelings and how hands can be used to please vs. hurt. Pupils also begin to develop an understanding of their rights and responsibilities by exploring how their behaviour affects their feelings and learning in the classroom and outdoors.</p>	<p>Celebrating Differences: In Reception pupils begin to identify their talents and abilities and what makes them special. They explore families and what makes a family, respecting that not every family is the same and that every family is unique. Pupils explore the similarities and differences between homes in the local area as well as around the world. Pupils explore how to make friends as well as what to do if they are a situation they are uncomfortable in.</p>	<p>Charging Me: In Reception pupils learn to name different parts of their body, both inside and out and begin to name their purpose. They go on to briefly explore how to respect their bodies by developing healthy habits both at school and at home (proper use, brushing teeth, eating and drinking healthy foods, taking part in PE and other exercise etc.) Pupils discuss how much they have changed and grown since they were a baby and how they can look after themselves and their own personal hygiene independently now.</p>	<p>Relationships: In Reception pupils begin to make links within their own families. They will also begin to read words with 4 or 6 sounds and learn the use of 1 and 2 sound words (sounds that contain more than 1 letter such as, cat, fish, etc.). There are also lessons in idioms and idiomatic phrases.</p> <p>Dreams and Goals: In Reception pupils explore how they may come across challenges and how to overcome them. They are asked to think of instances they have already shown persistence and overcome challenges before writing an achievable goal for the short term and also linked to future aspirations and the unit on occupation.</p>	<p>Healthy Me: In Reception, pupils revisit the topic of healthy habits, with key focus on healthy food and sleeping habits. Pupils reflect on how much they have changed over the course of Reception and celebrate their accomplishments. They consider what they are looking forward to in year 2 as well as areas they may have to be overcome. Before heading into the summer break, they cover stranger danger both in person and online.</p>
	<p>Word Recognition (Phonics)</p> <p>When children begin Reception, they learn to read a new single letter set 1 sound everyday following the RW Phonics scheme. Each sound has a corresponding picture to help children learn the sound. By the end of the half term, children begin to recall the sounds quickly.</p>	<p>Children begin to recall the use of 1 sound with speed and fluency responses to the pictures. They use this sound knowledge to orally blend sounds into words.</p>	<p>Children continue to learn to blend sounds to read words. They begin to understand that words are made up of sounds and begin to read short City stories containing a few short sentences. They are also introduced to 'red' words, high frequency words that cannot be sounded out, such as, the, our.</p>	<p>Children move on to reading the red storybooks which contain a short 3 page story. They will also begin to read words with 4 or 6 sounds and learn the use of 1 and 2 sound words (sounds that contain more than 1 letter such as, cat, fish, etc.). There are also lessons in idioms and idiomatic phrases.</p>	<p>In the summer term, children are reading green or purple books by the end of Reception, children can decode unfamiliar words quickly, read familiar words at a glance (words they have already learnt to decode) and read a familiar text at a pace that allows comprehension.</p>
Literacy	<p>Writing</p> <p>Children learn the correct letter formation for all single letters and their phonics lessons. Throughout the day, they have opportunities to practice recognizing and writing their names on any work they create and during their role play themes on registers, letters, writing lists, tickets etc. By half term, children can write their name independently with the correct letter formation.</p>	<p>Children begin to write the most prominent sound they hear in a word, using CVC words with more accuracy. They can now back track their own words and their words can be read by others. They may begin to draw story maps and add words to help them tell their story.</p>	<p>Children begin to write short phrases or sentences with some red words. These phrases/sentences may be repetitive as they practice finger spaces and recognizing where a sentence begins and ends. Children are encouraged to write instructions, recipient names, cards, messages, songs and thought bubbles.</p>	<p>Children begin to write more than 1 sentence independently. Most of their sentences have a capital letter at the beginning, a full stop at the end and finger spaces between the words. They use their phonics knowledge to sound out words and make phonetically plausible attempts for ambitious vocabulary.</p>	<p>By the end of Reception, children write recognizable letters, most of which are correctly formed, spell words by identifying sounds in them and representing the sounds with a letter or special characters. They write for a range of purposes with simple phrases and sentences that can be read by others.</p>
	<p>Comprehension</p> <p>Focus Stories: Elmer, The Colour Monster, Ravi's Roar, Mr. Big</p> <p>Children identify the main characters in a story and talk about the various emotions they are feeling throughout. They also start to identify who has developed a deep familiarity with the text, come on an exact repetition and some of their own words. Children engage in roleplay to help them understand how a character moves through a story.</p>	<p>Children learn to engage in extended conversations about stories and learn new vocabulary. They are expected to use simple picture books, including those with no text, to encourage them to explore new vocabulary (familiar, naming what's in the picture) as well as more complex stories which help children to learn a wider range of vocabulary that they may not be able to sound out frequently (words and other contexts such as 'voracious', 'furious', 'near' and 'insulation').</p>	<p>Focus Stories: The Ant and the Grasshopper, The Emperor's New Clothes, The Snowman and the Snowing, If You Swear to Stop Swearing (before appropriate) by Emma Carroll.</p> <p>Children learn to anticipate (before appropriate) why events happen. They begin to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. They can answer simple written questions (what, when, what happened on a book they are familiar with, and make inferences from the pictures).</p>	<p>Focus Stories: A Squash and a Squeeze, Cave Boy, My Mummy is a Chicken, The Day After Tomorrow, The Day After Tomorrow.</p> <p>Children begin to ask questions about the books they are reading. They also begin to explore different perspectives.</p>	<p>Focus Stories: The Ugly Duckling, Jack and the Beanstalk, The Enormous Turnip.</p> <p>Children begin to understand some simple 'why' questions, like 'Why do you think the emperor got so fat?'</p> <p>Children begin to explore a point of view and obtain when they disagree with an adult or friend, using words such as 'because'.</p>
Mathematics	<p>Number and Numerical Patterns</p> <p>Mental Maths: Pupils orally chant numbers to 50, recognise numbers to 5, substitute regular arrangements of objects using 10 frames and domino cards.</p> <p>Main maths teaching: Pupils explore the story of 5 and learn to recognize each number and its quantities in turn. They build on the composition of each number and its quantities in turn. They build the composition of each number and its quantities in turn. They build the composition of each number and its quantities in turn. They build the composition of each number and its quantities in turn. They build the composition of each number and its quantities in turn.</p>	<p>Mental Maths: Pupils orally chant numbers to 50, recognise numbers to 10, substitute regular arrangements of objects using 10 frames and domino cards.</p> <p>Main maths teaching: Pupils explore the story of 6 and learn to recognize each number and its quantities in turn. They build on the composition of each number and its quantities in turn. They build the composition of each number and its quantities in turn. They build the composition of each number and its quantities in turn. They build the composition of each number and its quantities in turn.</p>	<p>Mental Maths: Pupils orally chant numbers to 50, recognise numbers to 10, substitute regular arrangements of objects using 10 frames and domino cards.</p> <p>Main maths teaching: Pupils explore the story of 7 and learn to recognize each number and its quantities in turn. They build on the composition of each number and its quantities in turn. They build the composition of each number and its quantities in turn. They build the composition of each number and its quantities in turn. They build the composition of each number and its quantities in turn.</p>	<p>Mental Maths: Pupils orally chant numbers to 50, substituting irregular and regular patterns but may use their fingers.</p> <p>Main maths teaching: Pupils explore the story of 8 and learn to recognize each number and its quantities in turn. They build on the composition of each number and its quantities in turn. They build the composition of each number and its quantities in turn. They build the composition of each number and its quantities in turn. They build the composition of each number and its quantities in turn.</p>	<p>Mental Maths: Pupils orally chant numbers to 100, substituting irregular and regular patterns but may use their fingers.</p> <p>Main maths teaching: Children can use their knowledge of sharing to explore odd and even numbers and that other patterns within the number system. Children explore the language involved in reasoning and explaining their thinking and begin to explain their thinking when discussing how they come to an answer. This is a key skill in helping them to understand that there are many ways to get to an answer and that if you do one way first, you can do an another.</p>
	<p>Outdoor and independent maths play: Through the day, pupils have the opportunity to use numerals and arrangements in different forms and independently use numerals in their play by selecting items from a larger group, comparing quantities using when there is more/less/equal/with 1 to 1 correspondence. Pupils have access to a variety of number cards (1-10), calculators, straws, ten-frames, number lines, number cards (1-10) to help them understand how a character moves through a story.</p>	<p>Outdoor and independent maths play: Through the day, pupils have the opportunity to use numerals and arrangements in different forms and independently use numerals in their play by selecting items from a larger group, comparing quantities using when there is more/less/equal/with 1 to 1 correspondence. Pupils have access to a variety of number cards (1-10), calculators, straws, ten-frames, number lines, number cards (1-10) to help them understand how a character moves through a story.</p>	<p>Outdoor and independent maths play: Through the day, pupils have the opportunity to use numerals and arrangements in different forms and independently use numerals in their play by selecting items from a larger group, comparing quantities using when there is more/less/equal/with 1 to 1 correspondence. Pupils have access to a variety of number cards (1-10), calculators, straws, ten-frames, number lines, number cards (1-10) to help them understand how a character moves through a story.</p>	<p>Outdoor and independent maths play: Children learn to measure but not compare to get the most items and explain their reasoning using the language of measure to get the items in their chosen order, e.g., tallest/shortest, longest/shortest, heaviest/lightest etc.</p>	<p>Outdoor and independent maths play: Children are no longer just comparing to like and use their knowledge and understanding their community. The more experience the children have and can explain their choices and decisions to others using mathematical language. Children can use the language of position while engaging in small world play creating and using simple maps.</p>
Past and present	<p>Rags and Queens: In Nursery pupils were exposed to a range of stories with links to bring or queen. In Reception, pupils build on their knowledge as they learn about a specific Queen: Queen Elizabeth II. Pupils will explore the role of the Queen, the countries she reigns over and her honours (the Order of the British Empire and Windsor Castle). Pupils will explore some items that represent England (e.g. a crown, sceptre, robe etc.) and how we encounter the Queen on our daily lives through spotting the Queen's likeness on money and stamps and listening to the national anthem. Pupils will also explore how the Queen's numerous Jubilee celebrations have been marked in London with special holidays and the naming of Queen Elizabeth II and Queen Elizabeth II and parts (Queen Elizabeth Olympic Park).</p>	<p>Boys: In Reception this will reflect on the toys they played with as children and how they will influence on the toys they played with as adults. They will explore the similarities and differences and begin to categorize old toys from a few days ago and used toys that have been played with before. They will also investigate the different materials of their toys and toys that are better organized and learning to form objects. Pupils will look at the changes to toys functions - a many toys that are no longer used as toys, but are used for other purposes. They will have already learned about Christmas and will develop an understanding and begin to make links between Christmas celebrations.</p>	<p>Boys: In Reception this will reflect on the toys they played with as children and how they will influence on the toys they played with as adults. They will explore the similarities and differences and begin to categorize old toys from a few days ago and used toys that have been played with before. They will also investigate the different materials of their toys and toys that are better organized and learning to form objects. Pupils will look at the changes to toys functions - a many toys that are no longer used as toys, but are used for other purposes. They will have already learned about Christmas and will develop an understanding and begin to make links between Christmas celebrations.</p>	<p>Boys: In Reception this will reflect on the toys they played with as children and how they will influence on the toys they played with as adults. They will explore the similarities and differences and begin to categorize old toys from a few days ago and used toys that have been played with before. They will also investigate the different materials of their toys and toys that are better organized and learning to form objects. Pupils will look at the changes to toys functions - a many toys that are no longer used as toys, but are used for other purposes. They will have already learned about Christmas and will develop an understanding and begin to make links between Christmas celebrations.</p>	<p>Boys: In Reception this will reflect on the toys they played with as children and how they will influence on the toys they played with as adults. They will explore the similarities and differences and begin to categorize old toys from a few days ago and used toys that have been played with before. They will also investigate the different materials of their toys and toys that are better organized and learning to form objects. Pupils will look at the changes to toys functions - a many toys that are no longer used as toys, but are used for other purposes. They will have already learned about Christmas and will develop an understanding and begin to make links between Christmas celebrations.</p>
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Understanding the world	<p>Diwali</p> <p>Prior Learning: The majority of the pupils will have had an experience of celebration from their own personal experience to should be able to relate this, learners with that experience - dressing in special clothes, decorating the house, watching special food, giving presents/cards, seeing friends and family and possible visiting their place of worship. Some pupils may have their own personal experience of celebrating Diwali.</p>	<p>Diwali</p> <p>Prior Learning: The majority of the pupils will have had an experience of celebration from their own personal experience to should be able to relate this, learners with that experience - dressing in special clothes, decorating the house, watching special food, giving presents/cards, seeing friends and family and possible visiting their place of worship. Some pupils may have their own personal experience of celebrating Diwali.</p>	<p>Diwali</p> <p>Prior Learning: The majority of the pupils will have had an experience of celebration from their own personal experience to should be able to relate this, learners with that experience - dressing in special clothes, decorating the house, watching special food, giving presents/cards, seeing friends and family and possible visiting their place of worship. Some pupils may have their own personal experience of celebrating Diwali.</p>	<p>Diwali</p> <p>Prior Learning: The majority of the pupils will have had an experience of celebration from their own personal experience to should be able to relate this, learners with that experience - dressing in special clothes, decorating the house, watching special food, giving presents/cards, seeing friends and family and possible visiting their place of worship. Some pupils may have their own personal experience of celebrating Diwali.</p>	<p>Diwali</p> <p>Prior Learning: The majority of the pupils will have had an experience of celebration from their own personal experience to should be able to relate this, learners with that experience - dressing in special clothes, decorating the house, watching special food, giving presents/cards, seeing friends and family and possible visiting their place of worship. Some pupils may have their own personal experience of celebrating Diwali.</p>
	<p>Land, Air and Transport Art</p> <p>In Nursery pupils were encouraged to make observations in the natural world. These skills are developed further as pupils observe nature and draw things in the natural world. A trip to West Ham Park gives pupils the opportunity to undertake their own fieldwork, retrieving natural objects (e.g. conkers, leaves). These objects are then used to make arrangements, developing the children's ability to copy and create patterns.</p>	<p>Land, Air and Transport Art</p> <p>In Nursery pupils were encouraged to make observations in the natural world. These skills are developed further as pupils observe nature and draw things in the natural world. A trip to West Ham Park gives pupils the opportunity to undertake their own fieldwork, retrieving natural objects (e.g. conkers, leaves). These objects are then used to make arrangements, developing the children's ability to copy and create patterns.</p>	<p>Land, Air and Transport Art</p> <p>In Nursery pupils were encouraged to make observations in the natural world. These skills are developed further as pupils observe nature and draw things in the natural world. A trip to West Ham Park gives pupils the opportunity to undertake their own fieldwork, retrieving natural objects (e.g. conkers, leaves). These objects are then used to make arrangements, developing the children's ability to copy and create patterns.</p>	<p>Land, Air and Transport Art</p> <p>In Nursery pupils were encouraged to make observations in the natural world. These skills are developed further as pupils observe nature and draw things in the natural world. A trip to West Ham Park gives pupils the opportunity to undertake their own fieldwork, retrieving natural objects (e.g. conkers, leaves). These objects are then used to make arrangements, developing the children's ability to copy and create patterns.</p>	<p>Land, Air and Transport Art</p> <p>In Nursery pupils were encouraged to make observations in the natural world. These skills are developed further as pupils observe nature and draw things in the natural world. A trip to West Ham Park gives pupils the opportunity to undertake their own fieldwork, retrieving natural objects (e.g. conkers, leaves). These objects are then used to make arrangements, developing the children's ability to copy and create patterns.</p>
Expressive Arts and Design	<p>Reception pupils will be introduced to land and movable art through the use of wood cutters. They will use 'house' print materials and resources to create patterns and pictures which they will then take a photo of themselves using their phones. Pupils will learn about and draw patterns as well as patterns which they can make/transfer which can be indoors and outdoors. Pupils should be able to describe their patterns (pictures using subject specific language such as describing the materials they have used (bamboo, rice, shells, conkers etc.) and the type of pattern they have used (repeating, spiral, line, zigzag etc.)</p>	<p>Reception pupils will be introduced to land and movable art through the use of wood cutters. They will use 'house' print materials and resources to create patterns and pictures which they will then take a photo of themselves using their phones. Pupils will learn about and draw patterns as well as patterns which they can make/transfer which can be indoors and outdoors. Pupils should be able to describe their patterns (pictures using subject specific language such as describing the materials they have used (bamboo, rice, shells, conkers etc.) and the type of pattern they have used (repeating, spiral, line, zigzag etc.)</p>	<p>Reception pupils will be introduced to land and movable art through the use of wood cutters. They will use 'house' print materials and resources to create patterns and pictures which they will then take a photo of themselves using their phones. Pupils will learn about and draw patterns as well as patterns which they can make/transfer which can be indoors and outdoors. Pupils should be able to describe their patterns (pictures using subject specific language such as describing the materials they have used (bamboo, rice, shells, conkers etc.) and the type of pattern they have used (repeating, spiral, line, zigzag etc.)</p>	<p>Reception pupils will be introduced to land and movable art through the use of wood cutters. They will use 'house' print materials and resources to create patterns and pictures which they will then take a photo of themselves using their phones. Pupils will learn about and draw patterns as well as patterns which they can make/transfer which can be indoors and outdoors. Pupils should be able to describe their patterns (pictures using subject specific language such as describing the materials they have used (bamboo, rice, shells, conkers etc.) and the type of pattern they have used (repeating, spiral, line, zigzag etc.)</p>	<p>Reception pupils will be introduced to land and movable art through the use of wood cutters. They will use 'house' print materials and resources to create patterns and pictures which they will then take a photo of themselves using their phones. Pupils will learn about and draw patterns as well as patterns which they can make/transfer which can be indoors and outdoors. Pupils should be able to describe their patterns (pictures using subject specific language such as describing the materials they have used (bamboo, rice, shells, conkers etc.) and the type of pattern they have used (repeating, spiral, line, zigzag etc.)</p>
	<p>Focus songs: You are my Sunshine, Gonna Build a House</p>	<p>Focus songs: You are my Sunshine, Gonna Build a House</p>	<p>Focus songs: You are my Sunshine, Gonna Build a House</p>	<p>Focus songs: You are my Sunshine, Gonna Build a House</p>	<p>Focus songs: You are my Sunshine, Gonna Build a House</p>

	Term 1				Term 2				Term 3							
Science	Biology - Animals and Humans (14 incl. trip to Paradise Park)				Physics - Seasonal change, Autumn (2 incl. trip to West Ham Park)		Physics - Seasonal change, Winter (2 incl. trip to West Ham Park)		Chemistry - Everyday Materials (6)		Physics - Seasonal Changes, Spring (2 incl. trip to Mount Mam. Park)		Biology - Plants (11)		Physics - Seasonal Changes (2 incl. trip to West Ham Park)	
Science detail	Starting with a focus on humans, pupils begin to identify parts of the human body and explore which parts of the body are associated with each sense. They then broaden their studies to common animals including fish, amphibians, reptiles, birds and mammals, with a trip to Paradise Park. Having had an opportunity to see a variety of animals up close, pupils find it easier to access later learning e.g. describing animal structures, recognising carnivores, herbivores and omnivores.				Having learnt about trees and identified the four seasons in EYFS, pupils now observe changes across seasons and in weather. This unit is split across the year so pupils can make observations in their local environment. (West Ham Park)		Having made observations around West Ham Park in Autumn, pupils now consider changes across the seasons and in weather in Winter.		Pupils learn to distinguish between an object and the material from which it is made before identifying and naming a variety of everyday materials (e.g. wood, plastic, glass). Classification skills are explicitly taught as pupils explore the simple physical properties of a variety of everyday materials, comparing and grouping them.		Having made observations around West Ham Park in Autumn and Winter, pupils now consider changes across the seasons and in weather as we move into Spring.		With an understanding of growth and change in plants developed in EYFS, pupils now identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They also identify and describe the basic structure of a variety of common flowering plants, including trees. The summer term trip to West Ham Park in relation to seasonal changes provides further opportunities to embed this knowledge. Pupils develop their observation and recording skills whilst keeping their very own a seed diary, feeling a sense of ownership as they watch their own seed grow.		Pupils bring their seasonal changes learning together with a final visit to West Ham Park in the summer. This visit encourages them to reflect on changes in seasons and weather throughout the year.	
History & Geography	History: Castles (11 Lessons) including Castle day and trip to the Tower of London				History & Geography: Explorers (10 lessons including a share day)				Geography: Local Fieldwork (Maps etc) (9) including visits to West Ham Park							
Details	Children learn about what a castle was, its role as a building but also the roles of different people inside it. This is a vital unit as they are beginning to more deeply study the distant past. They are building their comparison skills by thinking about how castles differ to modern day homes and visit the Tower of London, to see a real life example of what they have been learning.				History: Children learn about what an explorer is, as well as studying specific examples from the recent and distant past, including Ibn Battuta (b. 1304), Roald Amundsen (b. 1872) and Ranulph Fiennes (b. 1934). Geography: New knowledge - pupils learn the continents. They learn about hot and cold places in the world relation to the equator and focus on deserts and the poles.				Building on explorers using maps from previous unit. New knowledge-pupils learn how to devise a simple map and learn how to use a map in West Ham Park where they are introduced to fieldwork skills by collecting data (creating a sensory map). They are introduced to compass directions and grid referencing.							
Computing and ICT	We are Explorers (6)				ICT: We are Painters (paint) (6)				ICT: We are Talking books (ipads) (6)							
Computing Detail	New learning: Pupils will program a toy to move around a map to find buried treasure. They will start by thinking of algorithms for their routes, then input these as stored programs for the robot. They predict how the robot will move and will debug their programs.				New learning: Pupils will produce a piece of electronic artwork to illustrate a traditional tale, collated into an eBook.				New learning: Pupils will use their pictures from SPR unit to create an audiobook. They will record audio for their class book to retell the story alongside their pictures.							
Online Safety	Online Relationships 1 lesson I can give examples of when I should ask permission to do something online and explain why this is important.		Online Reputation 1 lesson I can describe what information I should not put online without asking a trusted adult first.		Online Bullying 1 lesson I can describe how to behave online in ways that do not upset others and can give examples.		Self Image and Identity 1 lesson If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I trust and how they can help.		Privacy and Security 1 lesson I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).		Year 1 Knowledge Map 1 lesson The knowledge map will present students with different scenarios or situations they might encounter online. It then provides a set of responses or opinions that students can choose from.					
Art & DT	Art: Drawing (Portraits) (8)		DT: Castle Structures (junk modelling) (6)		Art: Collage/ Painting - Animal Prints (6)		DT: Fruit Salad (science link) (6)		Art: Printing (Fruit) (6)							
Art and DT detail	In this drawing unit children understand the meaning of the word portrait. They make group drawings of features of the face including the eyes, hair, nose, mouth and so on. They look at the work of Andy Warhol and Pablo Picasso. They are, at the end of the unit, to be able to identify the styles of both Andy Warhol and Picasso. In the drawing activities they use pencil or paints and rope they are able to trace facial features in the portrait by outlining their drawings.		In this unit, children learn about free standing structures and make their own using different construction materials such as Lego, duplo and blocks. Children design their own free standing castle structure linked to their history unit, e.g. a throne, a tower, drawbridge, banquet table, royal bed etc. They work in small groups to make their structure using junk and also decorate the finished structure by painting, drawing and sticking details. They test and evaluate their structure to ensure it is can stand alone. New learning: how to join and strengthen a material through taping and layering of materials.		In this painting and drawing unit children learn about different sorts of lines they examine animal skin and look how the lines put together make a skin. They practice observation skills. Think about what it is like to be an artist. They colour match animal skins and practice shading they evaluate other pictures of patterns derived from observation they practice drawing with thin and thick brushes and discuss which brush would be the most suitable for their large paintings. Use a variety of media to show the softness of feathers and the vivid colours Peacock feathers. At the end of this unit children will have looked at contemporary art and practiced with thick and thin brushes and drawn patterns and based on animal skins. This unit builds on reception Mark making and drawing from the portrait unit.		In this food unit, children learn about fruit and why it is important to eat fruit as part of a balanced diet which they will build upon their science unit of Humans, incl. animals. They design a healthy fruit salad based on their class survey of favourite fruits. They make their fruit salad in small groups using various methods of preparation. They test by tasting it and finally evaluate their fruit salad and their preparation techniques. New learning: using different methods of fruit preparation and food safety and hygiene.		In this drawing and printing unit children use cut fruit as the inspiration for their work, they make rope drawings blending pastels and chalks to match the colour exactly. They look at the contemporary artist Lynn Fivelle to understand the process of unit printing and compare that to the 17th century artist Arcimboldo. They make unit prints in a similar way to Lynn Fivelle then make a poly block print at the end of the unit children evaluate using artistic language such as mono block print and repeating print.							
PE	Gymnastics In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing.		Fundamentals Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well in combination.		Team Building (6) In this unit pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.		Fitness In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health.		Yoga Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.		Invasion games Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means.					
	Dance (6) Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme.		Ball Skills (6) In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.		Sending and Receiving (6) Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls.		Athletics including Sports day In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing.									
Music	Keeping Time (6 Lessons)		Explorers (Across the world) (5 Lessons)				Soundscapes (5 Lessons)		Pitch (Voices) (6 Lessons)							
Music detail	Pupils to review and build on learning from EYFS. Children had daily singing time, and access to a variety of untuned instruments. Child were taught to sing along with a backing track and follow their teacher (as a conductor) during Christmas assembly. New Learning: Children will learn what it means to keep 4/4 time and to find a pulse in music, and the difference between pulse and rhythm. They will begin to use musical language and terminology. They will listen to music and begin to understand how music can be used as a way of expression.		Revisits keeping time, children to revise finding and keeping the pulse. New Learning: They will build on and use musical language and terminology. They will compose a piece using musical language for notation. Cross curricular link: Geography				Links to previous learning: Using symbols for composing. Playing untuned instruments. Keeping time. New Learning: What is a soundscape? Children will learn to represent the sounds they can hear around them using instruments. They will learn how to play instruments using different dynamics to create different musical effects.		Children will have been practising singing in different pitches, and matching pitch with the music coordinator in singing assemblies. Students will learn to recognise higher or lower pitch. Students will be able to sing in different pitches. Students will learn to play untuned instruments in different pitches. Students will compose music in different pitches.							
RE	Sikhism (6 Lesson) and Guru Nanak assembly (3 days) (Autumn 1)		How do Christians celebrate Christmas?		What does it mean to be Muslim?		What does it mean to belong to Hindu Dharmic religion?		What does it mean to belong to Christianity?		How do you live well with family and friends?					
RE detail	Prior Learning: In Reception pupils have learnt about how different families celebrate different festivals and why they are important in their tradition. They have learnt about the story about the Donkey and the Tiger skin, and about how Sikhi people celebrate Guru Nanak's birthday. New Learning: In Year 1 pupils will be taught to learn about the 5K's, Amrit and Sikhi main beliefs. Identify what happens on a Sikhi ceremony. List three things that show how the pupils are a good person and why following the Sikhi religion could make a Sikhi a good person, explaining why these actions are good and suggest ways in which the lists are similar or different.		Prior Learning: In Reception, pupils have learnt about how different families celebrate different festivals and why they are important in their tradition. New Learning: In Year 1, pupils will be taught to name and talk about the Bible story of Christmas. Investigate what Christian people do to celebrate this story. Think about where they belong and special ceremonies that they have participated in. Learn about different types of families and what they share together. Suggest meanings for religious actions and symbols. Discuss and connect ideas between different religions.		Prior Learning: In Reception pupils have learnt about a variety of religious stories, religious festivals and artefacts from other religions. They have learnt about what Muslim people believe and how they live their lives, as well as about the festival Eid-ul-Fitr. In Year 2 pupils have been taught how different religions live well with their families. Thought about the concept of belonging in other religions and worldviews. New Learning: In Year 1 pupils will be taught to understand how the everyday actions of a Muslim are influenced by their beliefs and values. Retell Muslim stories and messages and explain what is important to a Muslim person and why. Explain why Muhammad is important for Muslims. How Muslim people show they belong to their religion.		Prior Learning: In Reception, pupils have learnt about how different families celebrate different festivals and why they are important in their tradition. In Year 1, pupils will have learnt about Christian traditions that take place in the home - prayers, worship, Bible reading, Christmas traditions. Sikhi traditions that take place in the home like prayers, reading of the holy book each morning. What different families do together around their religion, making Rakhi bracelet. New Learning: In Year 1, pupils will be taught to learn about the idea of life being cyclical and the idea of reincarnation for Hindu people. Learn about Karma and duties of Hindu people. Draw and name all the objects on a puja tray and explain how they are used and why they are important to Hindu people. Explain what I would place on a tray to help someone from a different religion worship God.		Prior Learning: In Reception pupils have learnt about a church and have had the experience of visiting a local church and will know about where Christians go to worship God together. They have learnt about the Bible and why this is an important holy book for Christians. They will have heard about two stories that can be drawn upon in this unit (The Good Samaritan and the Lost coin). New Learning: In Year 1, pupils will be taught to name and talk about key Christian objects, artefacts, beliefs, teachings and practices. Investigate what happens at a church Christening or dedication service. Think about where they belong and special ceremonies that they have participated in. Learn about different types of families and what they share together. Suggest meanings for religious actions and symbols. Discuss and connect ideas between different religions.		Prior Learning: In Reception pupils have learnt about how different families celebrate different festivals and why they are important in their tradition. In Year 1 pupils will have learnt about Christian traditions that take place in the home - prayers, worship, Bible reading, Christmas traditions. Sikhi traditions that take place in the home like prayers, reading of the holy book each morning. New Learning: In Year 1 pupils will be taught to retell at least two stories from different religions that tell people how to behave towards others. Consider what is special about where I live and my family. Explain and compare special things that happen in different families.					
PSHE/ RSE	Being Me (2)		Dreams & Goals (3) & Anti Bullying Week				Celebrating Difference (3)		Healthy Me (5)		Relationships (4) & Changing Me (2- Changes since being a baby)					
PSHE/ RSE detail	Using team-building games, mindfulness and engaging discussions, children learn to set general goals for the year and about making the right choices. Moreover, children learn about the rights and responsibilities of being a pupil in a classroom. New Learning: learning what we mean by rights and responsibilities.		Children set personal learning goals for themselves, as well as looking at their long term dreams. There is a focus on working together to achieve their goals, as well as overcoming obstacles that may appear on their journey. New Learning: What do we mean by goal? Oh! learn to set a goal. Oh! learn what they can do with teams to achieve their goal and overcome obstacles.				Children learn about the importance of friendship and respecting others. Bullying is also an important topic and children learn how to stand up not only for themselves but also for others. New Learning: What is bullying and hat to do when you are bullied.		Children learn to make healthy choices, with a focus on keeping a balanced lifestyle. New Learning: keeping clean and staying safe with medicine and when navigating roads.		Children learn about significant relationships including with friends and those in the school community. New Learning: children knowing which people can help them if they are facing difficulties in their lives and identifying physical touch they like, feeling confident to say no with physical touch that					
Educational Visits/Special Events	Gurdwara	Tower of London	Castles Share day	West Ham Park (seasons)	Library visits	Faith in schools Christmas Experience trip	Mosque	Explorers share day	PoW week (Mandir)	West Ham Park (multiple visits)	Seaside					

Elmhurst Primary School Curriculum Map 2023 - 24 - Year 2

	Term 1	Term 2	Term 3	
Science	Biology - Living Things and Habitats (12 Incl. trip to West Ham Park)	Chemistry - Everyday Materials (9)	Biology - Plants (6)	
Science detail	Having identified common animals in Y1, pupils now explore and compare the differences between things that are living, dead, and things that have never been alive. They are introduced to the concept of habitats, recognising how animals and plants are suited to these. Pupils begin to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain: a concept that will be revisited in Y4. Reading Challenge Books: The World of Bees. One Tiny Turtle	As the Y1 unit on materials was taught entirely online, experimentation and developing enquiry skills will be prioritised in this unit. Pupils will, for example, identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses and find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Following a focus on observing and describing plants in Y1, pupils now begin to consider how plants grow and stay healthy. Carrying out investigations with seeds and bulbs, pupils will discover and describe how plants need water, light and a suitable temperature.	
History & Geography	History: Great Fire (10 Lessons)	Geography: Paddington's UK Adventures (maps, UK, London) (10 lessons)	History & Geography: Australia (10 lessons)	
Details	Children look at a key historical event in the development of London, the Great Fire. As well as learning about the key facts of the blaze itself, they also develop their understanding of change over time by looking at both its long and short term impacts. They also study key figures of the time and their recordings about the fire and then look at how the fire service has changed since that time.	Building on knowledge of continents, introduce world oceans new knowledge- locate and name countries in the UK, as well as their capital cities learn about the human and physical features of the UK.	History: Children learning about the change in Australia due to colonisation. They begin by learning about the native Aboriginal people before looking at how their lives were disrupted by the arrival of Captain Cook and later colonisers, including the First Fleet. They first touch on the idea of empire, specifically the British Empire, which is explored in much more depth in later years. The skills of a historian (analysing sources etc) are specifically taught and developed. Geography: Building on knowledge of hot places near the equator in year 1 so well as features of a beach in previous unit.	
Computing and ICT	ICT: We are Digital Writer: Word Processing (6)	Computer Science: Principle of coding and Scratch (Astronauts) (8)	ICT: We are Photographers (6)	
Computing detail	New learning: This unit will develop pupils' understanding of the various aspects of using a computer and how to create and change text. Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text.	Pupils will build on the learning from the Year 1 unit 'We are Treasure Hunters' to program a sprite to move around the screen. In Year 1, they inputted instructions into BeeBots, changing the position and movement and were introduced to the idea of debugging. New learning in this unit involves changing features of the sprite (size) and understanding the function of loops and control blocks.	New learning: Pupils will review photos online, practise using a digital camera, take photos to fit a given theme, edit their photos, and then select their best images to include in a shared portfolio.	
Online Safety	Privacy and Security 1 lesson I can explain and give examples of what is meant by 'private' and 'keeping things private'	Online Bullying 1 lesson I can explain what bullying is. How people may bully others and how bullying can make someone feel.	Online Reputation 1 lesson I know who to talk to if something has been put online without consent or if it is incorrect.	
		Self Image and Identity 1 lesson I can explain how other people may look and act differently online and offline.	Managing Online Information 1 lesson I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons, links, tabs and sections).	
			Year 2 Knowledge Map 1 lesson The knowledge map will present students with different scenarios or situations they might encounter online. It then provides a set of responses or options that students can choose from. Teachers will be able to assess how well pupils have	
Art & DT	Art: Fire of London inspired painting (6)	DT: Mechanisms - wheels and axels (6)	DT: Textiles - Puppets (6)	
Art and D & T detail	In this Painting unit pupils will experiment with hot and cold colours by making tints and shades with primary colour and white and black. They experiment with brush strokes to make experimental small paintings. They will blend white and black with other colours to develop control of paint and other media. This unit builds on the animal pattern unit in Year 1 where children used thick and thin brushes to create texture. At the end of the unit children will be able to identify hot and cold colours and use the brush correctly, they will be able to identify how to make a colour lighter and filter make a colour darker.	In this mechanism unit, children learn about vehicles, linked to their Fire of London history unit where horse and cart were used as iron- motorised vehicles. They design a vehicle (cart) to help Paddington Bear travel around London and investigate different materials and techniques to determine their final making decisions. Children make their carts in small groups and evaluate their vehicle. New Learning: function of different vehicle parts, especially the wheels, chassis and axle. They learn and practise the skills required to make vehicles - e.g measuring, cutting and joining wood, card and other components together.	In this textiles unit, children learn about puppets and design their own explorer hand puppet linked to their "Explorer" geography unit. They investigate different materials and joining techniques to determine their final making decisions. They make their puppets by sewing felt puppet templates and also add detail using fabric pens and sticking left over scraps, and other decorative materials. They test and evaluate their puppet to ensure it is strong and well joined. New Learning: puppets around the world, how to join and decorate fabrics using the running stitch and various decorative motifs.	In this unit children make Paintings and Sculptures based on original dreamtime paintings they make masks that use the use painting techniques that they have previously explored of original dot painting. The paintings develop children skills in drawing and fingerpainting, they make dreamtime images in a work based on Aboriginal signs and symbols. They then take the painting dot technique into decorating the masks that they have previously constructed. They work in pairs on the masks and individually on the paintings. At the end of this unit children will be able to make a pattern using dots construct a mask and have an understanding of the signs and symbols used by Aboriginal people in their artwork.
PE	Gymnastics In this unit pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling (introduce forward roll with apparatus), balancing and travelling individually and in combination to create short sequences and movement phrases. New Learning: Pupils develop an awareness of compositional devices when creating sequences which include the use of shapes, levels and directions. Dance Pupils will explore space and how their body can move to express ideas, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, and expression. New Learning: Working in unison and mirroring a partner.	Fundamentals Leading on from Y1 pupils will continue to develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. New Learning: Pupils will be given more opportunities to work with others to develop strategy. Ball Skills Leading on from Y1 pupils will continue to develop their fundamental ball skills such as throwing and catching, rolling, hitting a target dribbling with both hands and feet and kicking a ball. New Learning: a greater focus on rolling of a ball and the introduction of dribbling a ball with hands	Team Building Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. New Learning: Children learn how to use, follow and create a simple map. Fitness New Learning: pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Net and Wall Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring.	Yoga Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. New Learning: a greater focus on 'yoga flow' towards the second half of the unit. Striking and Fielding In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to output the opposition appropriate to the situation. Athletics In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. New Learning: Considering techniques when jumping and sprinting to improve performance.
Music	Exploring Pitch (5 Lessons)	Exploring Rhythm (5 Lessons)	Songs from Around the world (incorporate a round) (6 Lessons)	
Music detail	This unit is a direct follow up to the pitch unit in year 1. Children should review matching and changing pitch. Children will compose a short melody including changes in pitch. Children have experience in composing from year 1.	Revisits learning from the Keeping Time unit in year 1. New Learning: to use and read notation for crotchets, quavers and rest	Children will listen with concentration and understanding to a range of high-quality live and recorded music. Children will learn how different cultures use music. Children will learn how to sing in a round, using three learn skills in pitch and keeping time.	
		Children will listen to some pieces from important historical composers, they will learn that music is often inspired by story telling and creates emotion. Beethoven's Storm. (LSD Project)		
RE	Where did the world come from and how should we look after it?	Why did Jesus tell stories?	What can stories teach us about forgiveness?	
RE detail	Prior Learning: In Reception pupils have learnt about a range of festivals and key beliefs within religions. In year 1 they will have learnt about how different people from different religions belong to their faith. Pupils will have learnt about key beliefs about God in Christianity, Islam and Hinduism. New Learning: In Year 2, pupils will be taught to retell two creation stories. Explain what a Christian/Muslim/Jew and what a Hindu would understand from their creation story. Compare their views with other people suggestions about how the world was created. They are also beginning to develop their questioning skills which will help them to make sense of and respond to the world in which they live. Through this process of questioning, they will begin to be aware some questions are puzzling and may not have easy or right answers, even for adults. understand people's beliefs and values affect the way in which they live. make links between their own experiences and those of others.	Prior Learning: In Reception, pupils will have learnt about a range of religions and key beliefs within religions. They will have learnt about two stories Jesus told to his followers the Good Samaritan and the Lost Coin. In Year 1 they will have learnt about how different people from different religions belong to their faith. Pupils will have learnt about key beliefs about God in Christianity, Islam and Hinduism. New Learning: In Year 2, pupils will be taught to retell a Christian story and say some things that Christians believe Show understanding of what Jesus taught people. Describe what a believer might learn from a religious story or sacred text and how they would apply this to their life	Prior Learning: In Reception pupils have learnt about a range of religions and key beliefs within religions. In year 1 they will have learnt about how different people from different religions belong to their faith. Pupils will have learnt about key beliefs about God in Christianity, Islam and Hinduism. In year 2 they have focused on stories Jesus told and holy books for a three different religions, helping pupils to understand how people today read these books and find meaning to live their lives. New Learning: In Year 2 pupils will be taught to retell what different religions and world views teach about forgiveness. Make relevant points in a discussion on forgiveness and link my ideas to everyday life. Explore questions about meaning and values, and express my own ideas and opinions in response to others using art, words or poetry.	
	Why is Easter important to Christians?	How does special food and fasting help people in their faith (all religions)?	Why are different books special for different people?	
	Prior Learning: In Reception pupils have learnt about a range of religions and key beliefs within religions. They have visited a church and learnt about the Bible and stories from it (the good Samaritan & the lost coin). In year 1 they will have learnt about how different people from different religions belong to their faith, including Islam and Christianity. In year 2 pupils have learnt about stories Jesus told that are special to Christians, as well as learning more about the Bible and why it is so important for Christians. New Learning: In Year 2 pupils will be taught to sequence the Easter story and say why it is important to Christians. Explain what a Christian might learn from celebrating the Last Supper	Prior Learning: In Reception pupils have learnt about a range of religions and key beliefs within religions. They have visited a church and learnt about the Bible and stories from it (the good Samaritan & the lost coin). In year 1 they will have learnt about how different people from different religions belong to their faith, including Islam and Christianity. In year 2 pupils have learnt about stories Jesus told that are special to Christians, as well as learning more about the Bible and why it is so important for Christians. All of this helping their knowledge base before studying this unit. New Learning: In Year 2 pupils will be taught to consider what I might give up and why if I were to fast. Explain what food is special to eat at certain times for Muslims and Christians. Explain why people fast and why it is important to believers.	Prior Learning: In Reception pupils have learnt about a range of religions and key beliefs within religions. In year 1 they will have learnt about how different people from different religions belong to their faith. Pupils will have learnt about key beliefs about God in Christianity, Islam and Hinduism. New Learning: In Year 2, pupils will be taught to explain why holy books are special. Explain how people can learn from holy books, why they are important to a believer. Compare what is important to them with what is important to others	
PSHE/ RSE	Being Me (2)	Dreams & Goals (3) & Anti-Bullying Week	Celebrating Difference (6)	
PSHE/ RSE detail	Using team-building games, mindfulness and engaging discussions, children learn to set general goals for the year and about making the right choice. Moreover, children learn about the rights and responsibilities of being a pupil in a classroom. New Learning: Identifying hopes and dreams for their year and how to ask for help.	Children set personal learning goals for themselves, as well as considering their long term dreams in a realistic manner. There is a focus on working together to achieve their goals. New Learning: Children learn that they will need to have ways to deal with obstacles to their goals, e.g. the need for perseverance.	Children learn about the importance of friendship and respecting others. There is a special focus on challenging assumptions and stereotypes about gender and celebrating gender diversity. New Learning: how to recognise gender stereotypes to celebrate differences amongst friends, to explore why bullying happens and how to stand up for themselves.	
			Healthy Me (2) Children explore importance of relating for mind and body and how to identify others' feelings. They discuss which medicines are appropriate for which ailments and safety risks associated with medicines. Explain why people fast and why it is important to believers.	
			Relationships (2) Children learn about the importance of family for example different types of family. New Learning: Sa education. New Learning: Know that body parts which are covered by underwear are private • know the difference between appropriate and inappropriate touch • understand that they have the right to say "no" to unwanted touch • start thinking about who they trust and who they can ask for help.	
			Changing Me (1) Children learn about changes that happen and ways to cope with these during their lives.	
Educational Visits/Special Events	Museum of London West Ham	Faith in Schools visit	Tour of London Place of Worship Church visit West ham Park Library Treat Trip Seaside	

Elmhurst Primary School Curriculum Map 2023 - 24 - Year 3

	Term 1		Term 2				Term 3						
Science	Physics - Forces and Magnets (8 incl. visit to Wonderlab)		Chemistry - Rocks and Soils (8)		Physics - Light (6)		Biology - Animals including Humans (6)		Biology - Plants (8)				
Science detail	This is the first time that pupils are learning about forces and magnets. After observing how magnets attract and repel certain materials and not others, pupils will group materials according to their magnetic properties and predict whether magnets will attract or repel depending on whether their poles are facing.		Having worked on identifying everyday materials in Y2, pupils will develop their classifying skills by comparing and grouping rocks based on their appearance, physical properties (e.g. permeability) or how they are formed (e.g. igneous, sedimentary). They will describe in simple terms how fossils are formed, supporting them to realise that fossils provide information about living things in the past - an idea which will be built on in Y6.		Pupils have talked about the sun as a light source in Y2 plants. Now they explore the importance of light in seeing things, acknowledging that light from the sun can also be dangerous to our eyes. Pupils will spot patterns as they explore concepts such as reflection and shadow formation, ensuring familiarity with these phenomena before they are unpacked further in Y6.		Having developed an understanding of the basic needs of animals and humans in Y2, pupils will delve further to explore the right types of nutrition they require. Pupils will learn about the role of the skeletal system and muscles for support, protection and movement, providing essential knowledge before they explore the digestive system in Y4 and circulatory system in Y6.		With an understanding of the basic parts of a flowering plant from Y2, pupils will now explore the functions of each of these parts. The life cycle of plants is explored fully e.g. pollination, seed dispersal. Having learnt in Y2 that plants need water, pupils will investigate how this is transported in a plant. Throughout the unit, pupils are encouraged to reflect upon the requirements of plants for life and growth (e.g. air, light, water, nutrients from soil, and room to grow).				
History & Geography	History: Stone and Bronze Age (11 Lessons including Hunter gatherer at WHF)			Geography: Biomes (6 Lessons)		Geography: Extreme Earth: Mountains, Volcanoes and Earthquakes (7 Lessons) including trip to Natural history museum earthquake simulator		History: Victorian / Elmhurst Community School (including visit to the ragged school museum) (6 Lessons)					
History & Geography detail	This is a vital unit in our children's development as historians. It covers a great swathe of British history, starting from the Stone Age and then running all the way through to the end of the Bronze Age with the Romans (which will be studied in Y4). There is a great emphasis in this unit on how we know what we know about these early civilisations, helping children develop not only knowledge of the period but also an understanding of how historical investigation/discovery works.			Building on biomes explored in KS1 of deserts and tundra and climate in relation to the equator. They explore materials, patterned paper samples with photographs and drawings. Temperate forests and rainforests and compare to the UK.		Building on identifying mountains in year 2 and locating four countries and capitals of the UK. New knowledge: tectonic plates causing the formation of mountains (location within the UK) volcanoes and earthquakes.		This unit effectively ties the study of history into our children's immediate lives. They use artefacts (log and attendance books) from Elmhurst to understand how schooling differs from the past to now. Also, they look at our immediate local area of Green Street to see change over time, as well as learning about figures of local historical note, for example, Elizabeth Fry. Their study of London in this unit will help them in Y4, where they look at the importance of London to both the Romans and the Anglo-Saxons.					
Computing and ICT	Computer Science: Principle of coding and Scratch (Animation) (8-10 Lessons)			ICT: We are Opinion Pollsters (8-9 Lessons - Mornings)				ICT: We are Presenters (Video; Using Movie Makers) (8-10 Lessons - Mornings)					
Computing detail	Building on from Y2 coding unit. Pupils create an animated cartoon using characters they design. They use a paint tool to create characters (sprites) and backgrounds. They then create an animation by translating a storyboard into a series of scripted instructions. New learning: Pupils will be extending their coding knowledge through the use of coordinates for movement, say and think blocks and sound blocks. They will be creating longer sequences of changes compared to Y2.			New learning: Pupils will be designing a survey in Google forms using a range of response types. They will examine different question types and will use the charts feature to analyse their results. Pupils will present their results on Google slides to the class.				New learning: This unit gives pupils a chance to make a short narrated video of themselves practising a sport or other skill, and to use this to help improve their performance.					
Online Safety	Self Image and Identity 1 lesson 1 can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming, using an avatar, social media) and why.		Online Relationships 1 1 lesson I can explain what it means to be 'trusting someone online', why this is different from 'trusting someone offline', and why it is important to be careful about who you trust online including what information and content they are trusted with.		Online Relationships 1 1 lesson I can explain what it means to be 'trusting someone online', why this is different from 'trusting someone offline', and why it is important to be careful about who you trust online including what information and content they are trusted with.		Online Bullying 1 lesson I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support.		Health, Wellbeing and Lifestyle 1 lesson I can explain why some online activities have age restrictions, why it is important to follow them and know who can talk to others pressures me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).		Year 3 Knowledge Map 1 lesson The knowledge map will present students with different scenarios or situations they might encounter online. It then provides a set of responses or options that students can choose from. Teachers will be able to		
Art and DT	Art: Cave Painting (Drawing) (6 Lessons)		DT: Shelters (8 Lessons)		Art: Identity- (Collage) (6 Lessons)				Art: Printing (plants) - (7 Lessons including a trip)				
Art and D & T detail	In this Drawing and Painting unit children explore the work of prehistoric people who painted murals in the Lascaux caves in France. They understand that prehistoric people drew on the sides of cave walls to leave messages about capturing animals to eat and for other religious reasons. The experiment with making their own paint with powdered charcoal and pretend blood. They use earth colours to decorate their paintings and then make a cave wall collage replicating the walls of caves on which they draw home-made bushes and sticks. At the end this unit children will be able to identify why prehistoric people made pictures on walls, have an understanding of making paints, collage and be able to draw stick people in action.		In this structure unit, children learn about different types of shelter, particularly Stone age shelters linking to their history unit. They build upon their designing skills from KS1 and design a stone age shelter and investigate different structure shapes, materials and techniques to determine their final making decisions. Children make their shelters in small groups, reinforcing knowledge and skills from working with wood in their year 2 vehicles units. They evaluate it afterwards. New Learning: purpose of shelters and investigating strong 3D structural shapes. They learn and practise new skills required to make shelters - e.g weaving for roof.		In this collage/identity unit children study the Singh twins, contemporary artists who work on their artwork together - children emulate the practice of the artists in the unit. They collate materials, patterned paper samples with photographs and drawings. They learn to cut accurately and combine images in an artwork composition. This unit builds upon the drawing/collage unit in year 1, and other units that combine drawing with final work.				In this Drawing and Printing unit children will make a mono or block print based on plants, they will experiment with line and texture, they gathered information about plants by drawing them from observation and transferring those drawings onto a print block, they will experiment with mono printing. They look at the artist Georgia O'Keefe's and use her style of drawing in the final piece. Children learn how to transfer an image onto a print block how to make a successful print with clear uninterrupted colour. They understand about line drawing and how to make a drawing that is successful in preparation for the final work. This unit builds upon the unit printing module in year one.				
French	C'est Moi (8 Lessons)			Les Dates (6 Lessons)				Au Marche (6 Lessons)					
French Detail	N/A - new subject for Year 3			Prior Learning: numbers from 0-10				Prior Learning: Greetings					
	New Learning: orally and in writing, students will learn how to greet others at different times of the day; how to ask and respond to 'how are you?', 'what is your name?', and 'how old are you?'; how to pronounce the French alphabet; how to say numbers from 0-20 and different colours in French.			New Learning: orally and in writing, students will learn: the days of the week, months and seasons. How to ask and answer questions like 'what date is it today?', 'when is your birthday?'. Grammar: understanding that days of the week and months are not capitalised in French.				New Learning: orally and in writing, students will learn: the names of different fruit in French; transactional vocabulary for serving and requesting food in a market; how to express likes and dislikes. Grammar: Students will begin to recognise that some nouns are preceded by 'un' and others by 'une'; to use 'à' at the end of plural words; that negation (expressing dislikes) involves using 'ne' before the verb and 'pas' after it; that definite articles 'le' (he) are needed when expressing likes/dislikes instead of indefinite articles 'un' (I/you/it).					
PE	Gymnastics (6 Lessons) New Learning: In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension'. They develop the basic skills of rolling forward roll with apparatus, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow.		Hockey (6 Lessons) Building on sending and receiving in Year 1. New Learning: introduction of a hockey stick to keep possession of the ball via sending, receiving and dribbling a ball. They will also learn to tackle with a hockey stick.		Tennis (6 Lessons) This unit will build on the Net and Wall unit taught in Y2. In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. New Learning: forehand and backhand strokes and developing these strokes into a rally. They learn how to score points.		Netball (6 Lessons) Building on catching and throwing skills learnt in both ball skills and Striking and Fiddling in KS1. New Learning: Children will learn to use a range of different passes in different situations to pass possession and attack towards goal. Children will learn how to shoot. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, hold ball, contact and obstruction.		Fitness (6 Lessons) Pupils will take part in a range of fitness challenges testing and record their scores. New Learning: Pupils will learn in more detail about different components of fitness in separate lessons: speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels.		Yoga (6 Lessons) Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. New Learning: Pupils explore a greater variety of yoga flows.		
	Dance (6 Lessons) Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils develop their use of counting and rhythm. New Learning: Pupils learn to use canon Building on mirroring in Y2, unions, formation and levels in their dances.		Crickets (6 Lessons) Building on Striking and Fiddling in KS1. New Learning: Pupils learn how to strike the ball into scoring runs. They can score runs. When fielding, they learn how to keep the batters' scores low and use a short batter. Children adapt their throwing skills to specifically bowl (undersarm and overarm) at a batter. They apply the skills learnt to mini cricket.		Outdoor Adventure Activity (6 Lessons) Leading on from Team Building taught in KS1 pupils develop problem solving skills through a range of challenges. New Learning: emphasis on problem solving through the unit. Pupils work as a pair and small group to plan, solve, reflect and improve strategies. Pupils learn to orientate a map, identify key symbols and follow routes.		Athletics (7 Lessons) including sports day In this unit, pupils will develop basic running, jumping and throwing techniques. New Learning: They are introduced to relay changepovers. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.						
Music	Exploring Rhythm (4 Lessons)		Recorders (12 Lessons)				LSO Project - Britten's Sea Interludes (6 Lessons)						
Music detail	Pupils to revise what they know about rhythm so far. Reminders about the difference between rhythm and pulse.		Children should revise knowledge from previous rhythm units, taught in both year 1 & 2. New Learning: Recognise the symbols for a minims, crotchets and semibreve and say how many beats they represent.				In this unit the children will build on the learning they did on soundscapes in year 1&2 to go into greater depth at listening to and creating music, in lessons created by the London Symphony Orchestra. Links history of music-famous composers.						
RE	How do Jewish people celebrate their beliefs at home and in the synagogue?		What was the significance of light in religion?		What do Sikh sayings tell us about Sikh beliefs?		How and why do Hindus celebrate Holi?		How did Jesus and Buddha make people think?				
RE detail	Prior Learning: In year 1, pupils will have learnt about how different people from different religions belong to their faith, including Judaism. In year 2, pupils will have learnt about different holy books, and some stories within them for different religions which can be drawn upon in this unit. They will have learnt about the Bible being a key book for Christians, and about some of the stories Jesus told in the New Testament. There is an option within the same unit to look at 2 other religions, so pupils might have learnt about the Jewish holy book: The Torah. New Learning: In Year 3, pupils will be taught to explain 2 important symbols found in a synagogue. Describe their important features, connecting them to Jewish beliefs and Jewish people's lives in 21st century. Explain how Jewish objects help Jewish people to worship God.		Prior Learning: In year 1, pupils will have learnt about how different people from different religions belong to their faith. Pupils will have learnt about why beliefs about God in Christianity and Hinduism. In year 2, pupils will have learnt about different holy books, and some stories within them for different religions which can be drawn upon in this unit, such as how festivals flow from a holy book story. New Learning: In Year 3, pupils will be taught to explain the meaning of light to me and others. Make connections between what I and others believe and do and between different religious festivals of light. Understand how a festival can help people to deepen their faith.		Prior Learning: In Year 1, pupils were taught about special religious clothes and symbols e.g. Toppe, Dava lights and special occasions, e.g. Christmas, Christmas. About special artefacts and events, e.g. Eid and prayer mats and Rakhi wrist bands. In Year 2, pupils were taught about why holy books are special, how people learn from them and why they are important to a believer about how the world was created according to the Hindu tradition. In Year 3, pupils were taught about Divali around the theme of light along with other religious festivals. New Learning: In Year 3, pupils will be taught to investigate Sikh symbols and sayings. Apply how Sikh and English sayings impact people's lives today. Linking similar teachings from different religions.		Prior Learning: In Year 1, pupils were taught about special religious clothes and symbols e.g. Toppe, Dava lights and special occasions, e.g. Christmas, Christmas. About special artefacts and events, e.g. Eid and prayer mats and Rakhi wrist bands. In Year 2, pupils were taught about why holy books are special, how people learn from them and why they are important to a believer. About how the world was created according to the Hindu tradition. In Year 3, pupils were taught about Divali around the theme of light along with other religious festivals. New Learning: In Year 3, pupils will be taught to relate the meaning from story to Hindu practices today. Describe what a Hindu might learn from celebrating Holi about what God is like. Apply teachings from Holi to life today for a Hindu person		Prior Learning: In year 1, pupils will have learnt about how different people from different religions belong to their faith. Pupils will have learnt about key beliefs about God in Christianity. In year 2, pupils will have learnt about the Bible being a key book for Christians, and about some of the stories Jesus told in the New Testament. There is an option within the same unit to look at 2 other religions, so pupils might have learnt about the Buddhist holy book: The Tipitaka. New Learning: In Year 3, pupils will be taught to analyse 2 different stories that challenge people and how this live from 2 different religions. Write a thoughtful story that asks an important question about life and challenges people to think about it. Connecting ideas between religious stories and practices in religion.				
PSHE/ RSE	Being Me (3)		Dreams & Goals (3) & Anti-Bullying Week		Celebrating Difference (4)		Healthy Me (4)		Relationships (5)		Changing Me (2)		
PSHE/ RSE detail	Using team-building games, mindfulness and engaging discussions, children learn to set general goals for the year and about making the right choice. Moreover, children learn about the rights and responsibilities of being a pupil in a classroom. New Learning: How rules help us maintain our rights and responsibilities in the classroom and how our actions have rewards and consequences.		Children set personal dreams and goals for themselves in their lives. There is a focus on people who have faced obstacles when trying to achieve their goals, yet who have achieved success. Children learn to manage their feelings of frustration that arise when obstacles occur and think of ways to face new learning challenges. New Learning: children learn to set goals that they might find challenging and understand how accomplishing these challenges can be more rewarding than achieving simple goals.		Children learn about respecting others. There is a special focus on bullying, especially recognising how words can be hurtful and what to do if one witnesses bullying. They learn how to give and receive compliments. Moreover, children learn about the importance of their family, respecting different family types and how to resolve family conflict. New Learning: how families vary and that conflicts can occur, what to do if you witness bullying and how to solve it and recognising what harmful words or compliments.		Children learn to make healthy choices, with a focus on keeping a balanced lifestyle. New Learning: the importance of exercise through fitness challenges and drugs that are safe and not safe to take.		Children learn about roles and responsibilities of family members. They learn how to work through friendship conflict through compromising and how to express their appreciation for those they know and don't. New Learning: they gain an awareness of others around the world and us. New Learning: the needs of a baby.		Children understand the difference between a baby to adulthood and what a human's needs are at different stages. They identify the changes they are concerned about and excited for as they move to year 4 and grow up. New Learning: the needs of a baby.		
Educational Visits/Special Events	Science Museum (Wonderlab Forces)	Hunter gatherers @ WHF 1 Lesson	UCL visitor - Archaeology 1 Lesson	Multifaith assembly on light	Faith in Schools visit	Natural History Museum (Weather) 1 Lesson	WBD Shop 1 Lesson	Mandri Visit (Holi) 1 Lesson	Ragged Scho ol Muse	William Morris Gallery 1 Lesson	Year Group Debates 2 Lessons	Seaside 1 Lesson	Sports Day

	Term 1				Term 2				Term 3				
Science	Biology - Living things and their habitats (6 incl. trips to West Ham Park)				Biology - Animal including humans (7 incl trip to Science Museum)				Chemistry - States of matter (6)				
Science detail	In Y2 pupils learnt about how habitats provide animals with what they need. In Y3 pupils begin to classify living things, learning about the differences between vertebrates and invertebrates before doing fieldwork in their local environment (West Ham Park) with a view to creating their own online classification tool (Computing links). Pupils will also have the opportunity to raise and answer questions about living things and the wider environment on an enhancement trip to the Horniman Museum.				Having developed an understanding of how humans get nutrition in Y2, pupils will now learn about the functions of the basic parts of the digestive system in humans. They will also identify the different types of teeth in humans and explain their simple functions, having explored simple food chains in Y2. Pupils will now construct and interpret a variety of food chains, identifying producers, predators and prey. At the end of the unit, pupils will attend a digestion workshop to further embed the concepts taught.				Pupils know from Y2 that solids can be manipulated (e.g. squashed). Now they begin to group materials according to whether they are solids, liquids or gases. Pupils go beyond the national curriculum in this unit to assist their understanding, being introduced to particle theory (a concept that will be revisited in the sound unit).				
History & Geography	The Romans and their impact on Britain (7 including Roman day/ trip)				Anglo Saxons and Vikings (6)				History and Geog				
History & Geography detail	Children learn about aspects of Roman civilisation but also the narrative of its arrival in, occupation of and then eventual departure from Britain. We also look at the lasting impact of Roman rule, which can still be felt to this day.				This unit sees the children develop their skills as historians by studying in detail the site and artefact of Sutton Hoo. From this, they learn about the Saxon civilisation, including its religion, social structures, customs etc.				Revisit all core knowledge from previous years. Build in mini revision lessons though				
Computing and ICT	AUT - Repetition in Shapes				Core Geog				Rivers inc urban settlements (8) Cody Dock Trip				
Computing detail	This unit looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.				Unit under development				Build on knowledge of settlements and the growth of London including the importance of the Thames. Compare London during the roman, Anglo saxon and present day. Link to partner schools overseas to compare a global issue of pollution.				
Online Safety	Self Image and Identity		Online Relationships		Online Reputation		Online Bullying		Privacy and Security		Year 4 Knowledge Map		
Online Safety detail	1 lesson I can explain how my online identity can be different to my offline identity.		1 lesson I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.		1 lesson I can describe how to find out information about others by searching online.		1 lesson I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).		1 lesson I can describe strategies for keeping personal information private depending on context.		1 lesson The knowledge will present students with different scenarios or situations they might encounter online. It then provides a set of responses or options that students can choose from. Teachers will be able to assess how well pupils have grasped learning in OS this year.		
Art and DT	DT Mechanisms (Levers - 6)				Art: Sun Textiles (6)				D & T - Designing a rice dish (5)				
Art and D & T detail	In this mechanism unit, children learn about different types of levers and use them to make a Roman based moving picture, linked to their unit on the Romans. They build upon their previous knowledge and skills to create an annotated different levers, design a Roman scene, cut and assemble levers to make moving parts and evaluate the final Roman scene outcome. New Learning: the different types levers (single lever, double lever, double lever with flexible links), pivot points and how they create moving parts.				In this textile unit, children look at how the Sun has been a source of inspiration for artists across the ages. They understand the principle of wax resist - that with resist water and this can be used as a process for making images on both paper and fabric. They develop the skill of using a compass. They design a drawing that is used as a design that is transferred to the fabric. They use dyes in the wax resist process on the final product. They trace images from the initial drawings developing their knowledge of drawing techniques. They reflect and evaluate on the techniques and consider how the final piece could have been made better. At the end of this unit children will be able to use wax as a resist and drawing, they will be able to have an understanding of the technique of wax resist and develop a drawing/design based on sun art.				In the food unit, children learn about different types of rice and where rice grows, linking to their geography unit of rivers and climate change. They build upon their previous knowledge of healthy eating from science to investigate the nutritional value of rice to determine the healthiest type. They design a rice dish in small groups and using their previous knowledge food health and safety and preparation skills from their Year 2 Fruit salad unit, they make their rice dish using a range of ingredients and evaluate the final outcome. New Learning: knowledge of rice and new skills in food preparation (cooking, rice, cutting skills -bride and claw technique).				
PE	Gymnastics (6)		Cricket(6)		Basketball (5)		Fitness (5)		Athletics (6) Including sports day		Dodgeball (6)		
PE detail	Building on knowledge: In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. New Learning: Staddle roll is now taught in addition to barrel and forward rolls. They develop more advanced actions such as inverted movements (shoulder stand) and explore ways to include apparatus.		Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batter's scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.		Pupils will be encouraged to persevere when developing competences in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games.		Pupils will take part in a range of fitness challenges testing and record their scores. Pupils will learn in more detail about different components of fitness in separate lessons: speed, stamina, strength, coordination, balance and agility. They are set given opportunities to work at their maximum and improve their fitness levels.		In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. New Learning: Developing stamina for long distance running. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.		Building on Ball skills and Fundamentals learnt in KS1. New Learning: Pupils will apply these key skills of throwing, dodging and catching to a Dodgeball situation. They learn the rules of the game. They learn how to apply simple tactics to the game to outwit their opponents.		
French	C'est Moi et Ou habites-tu? (It's me and where I live) (8)				Mon Monstre (my monster) (7)				Au café (at the café) (7)				
French detail	Links with prior learning: numbers from 1-31, greetings at different times of the day, conversational language including 'ou' and 'y', what's your name? and 'how old are you?' and appropriate response.				Links with prior learning: colours vocabulary and numbers from 1-31. Grammar: concept of masculine/feminine/plural nouns and necessary changes for determiners/articles preceding nouns.				Links with prior Learning: greetings; transactional vocabulary for a supermarket context and have explored expressing likes and dislikes. Students will apply and develop their knowledge of transactional vocabulary to a new setting (a café). Grammar: negation, plural 's', masculine/feminine/plural nouns and accompanying adjectives/articles; sentence structure (number before noun, adjectives after noun).				
Music	Stop (Charanga unit 5 lessons)				Glockenspiels - Charanga unit (12 lessons)				Music Technology - Garage Band				
Music detail	This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Stop - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing. In this unit children will explore singing in harmony, using their voices with increasing accuracy, fluency, control and expression. Exploring different types of music: pop, grime, tango, classical! In this unit children will explore singing in harmony, using				This unit introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills, building on previous learning in the recorder unit.				Music technology was touched upon in the soundscape unit in year 2. In this unit children will explore the music making programme Garage Band; they will learn to be 'music producers' using samples to create their own track.				
RE	Hinduism at home and in the Mandir (5)				Why is the Bible special for Christians?				What happens when someone gets married?				
RE detail	Prior Learning: In Year 1, pupils were taught about special religious clothes and symbols e.g. Topor, Diva lights and special occasions, e.g. Christmas, Christmas about special artefacts and events, e.g. Eid and prayer mats and Rakhi wrist bands. In Year 2, pupils were taught about why holy books are special, how people learn from them and why they are important to a believer and also about how the world was created according to the Hindu tradition. In Year 3, pupils were taught about Divali around the theme of light along with other religion festivals.				Prior Learning: In Year 1, pupils were taught about special occasions, e.g. Christmas, Christmas. About special artefacts and events, e.g. Crosses and books like the Bible. In Year 2, pupils were taught about why holy books are special, how people learn from them and why they are important to a believer. They learnt about the Easter story and also about how the world was created according to the Christian and Jewish traditions. In Year 3, pupils were taught about Christmas traditions for Christmas from different churches around the world.				Prior Learning: In Year 1, pupils were taught about special occasions and special artefacts in religions e.g. Cross and Christmas. In Year 2, pupils were taught about why holy books are special and stories from within them, learning how these are important to a believer, e.g. the Easter story and stories that Jesus told. In Year 3, pupils were taught about symbols and sayings in a wide range of religions and worldviews in places of worship as well as festivals, e.g. Christmas through the symbol of light, a range of stories Jesus told that made people think of.				
PSHE/ RSE	Being Me (4)				Dreams & Goals (3) & Anti-Bullying Week				Celebrating Difference (4)				
PSHE/ RSE detail	Using team-building games, mindfulness and engaging discussions, children learn to set general goals for the year and about making the right choice. Moreover, children learn about the rights and responsibilities of being a pupil in a classroom. They also learn about rewards and consequences (linking to the SCJ) and how to be part of a class team. New Learning: How our rights and responsibilities are demonstrated around the school e.g. being a school citizen and democracy in the school council and they learn how groups make decisions in a democratic way through the UN as an example.				Children set personal learning goals for themselves, as well as looking at their long term dreams. There is a focus on working together to achieve their goals, as well as overcoming obstacles that may appear on their journey. Children concentrate learning from yr 2 and 3 on gender stereotypes. New Learning: The dreams of the children are considered in a realistic light, for example there is a lesson on overcoming disappointment and the children learn to create, new realistic dreams.				Children learn about the vital importance of respecting others. Children learn about how to understand bullying (linking to Anti-Bullying Week) and how we should celebrate differences rather than fear them. New Learning: Learning to challenge assumptions and accept yourself and others. They also learn about the role of bystander in bullying.				
Educational Visits/Special Events	Roman day	London zoo	Hindu temple	Science museum - Digestion show	Place of worship visit (Easter experience)	Urban walk	Cody Dock - Geography	Geography field work	RE mapping walk	International evening	Sports Day	Treat Trip	Beach trip

		Term 1			Term 2			Term 3					
Science	Physics - Forces (6)	Physics - Earth and Space (7 incl. trip to the Royal Observatory)			Chemistry - Properties and Changes of Materials (6)			Biology - Living things and their habitats (9)					
Science detail	Having studied magnetism in Y3, pupils develop their understanding of what forces are in studying gravity, air resistance, water resistance and friction. In the D.T. moon buggy unit, pupils explore how to use mechanisms, including levers, pulleys and gears, allowing a smaller force to have a greater effect.	With an early awareness of the movement of the sun and the transition between seasons gained in Y1, pupils now consider the movement of the planets, moons and other planets in the solar system. Prior knowledge from the forces unit around gravity support them to gain this understanding. Links to D&T where pupils create a moon buggy. Links to R0TB on Skies Above My Eyes.			Pupils will have studied the properties of solids, liquids and gases in Y4, as well as changes of state. Now they progress to compare and group together everyday materials based on evidence from comparative and fair tests (e.g. hardness, solubility, conductivity). They will also explore reversible changes (e.g. evaporating, melting and dissolving) as well as changes that are difficult to reverse (e.g. burning, rusting)			Pupils have some understanding about what habitats are and how to group living things, but may need revisiting as this was taught online in Y4. They will then build on this knowledge by describing the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Developing their classification skills, pupils will reasons for grouping plants and animals based on specific characteristics.					
History & Geography	History: Ancient Egypt (12 lessons) including trip to British Museum			Geography: Waste (7 lessons)			Geography: National Parks (7 including visit to rural settlement)						
History & Geography Detail	This unit builds on their knowledge and understanding of civilisation that was developed across the Y4 Roman, Mayan and Anglo-Saxon units. Included within this is a deepening of their understanding of the beliefs of different societies, the status of different ruling systems throughout history and the achievements of major civilisations. They greatly develop their understanding of how to use artefacts to develop their own understanding of the past and to construct historically valid questions. It also fulfils the National Curriculum objective that the children study an early civilisation.			New unit - detail to be added.			Building on types of settlements in year 4 and UK topographical features in Year 2+3. New knowledge - what national parks are and need to protect land. Peak District village and national park compared to Kenya. Building on map skills in year 1, 2 and 4 by learning 4 and 6 figure grid referencing on OS maps. Includes a visit to the South Downs National Park.						
Computing and ICT	AUT - Selection in Quizzes			SPR - We are Artists			SUM - Creating a Website						
Computing detail	In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the 'if... Then... Else' structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.			Pupils will use Vector Graphics and programming to explore a variety of ways computers can be used to create digital art. Pupils will explore the link between geometry, art and algorithmic programming by using their coding skills to design computer-generated tessellations in the style of artists such as Bridget Riley, Maurits Escher and Islamic architecture.			This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.						
Digital Literacy	Self Image and Identity	1 lesson	Online Bullying	1 lesson	Managing Online Information	1 lesson	Health, Wellbeing and Lifestyle	1 lesson	Copyright and Ownership	1 lesson			
	I can demonstrate how to make responsible choices about having an online identity, depending on context.		I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.		I can explain what is meant by 'spam' and why it is important to be 'selective'. I can evaluate digital content and can explain how to make choices about what is trustworthy (e.g. differentiating between adverts and search results).		I can describe what technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.		I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused and know how this content can be used online.				
Art and DT	Painting/ watercolours (Skylines) John Virtue (7) including Acelor Mittal visit			Art (sculpture): Flying Machines (Withy Sticks) (5) - under review			D and T Textiles (Shopping bag- single use plastic) (6)						
Art and DT detail	In this Painting unit children produce a painting inspired by the artist John Virtue in paint. They understand complementary colours through looking at a colour wheel and Fauvist landscape paintings. They are inspired by the contemporary artist John Virtue and his London series of paintings and drawings. They look at a video about John Virtue and his residency at the National Gallery in London. They copy his style of drawing both expressive and representational. The drawing builds upon other units in the art curriculum plan including the design type drawing featured in the Y5 withyie sculpture unit. At the end of this unit children will be able to understand the concept of complimentary opposite colours they will be able to make a composition based on a landscape and use a brush to explore different ideas and different techniques.			In this Sculpture unit children make Fantasy Flying machines based on the French illustration (les utopies de la navigation aeriennne au siecle dernier (artex). They look at and reflect on the sleek, soaring form of the sculptor Brancusi. They learn triangular construction techniques for rigidity, they learn to join withy sticks including using rubber bands for fixing the ends of withy sticks. Drawing for design is a very important part of this unit - they learn to draw lightly and then to line in to make a more graphic form of drawing. The focus for this unit is not that the machine sculpture actually flies but more of a piece of sculpture that reflects a flying machine as a starting point for sculpture. At the end of this unit children will be able to join withy sticks together, they will be able to draw lightly and then line in to make the drawing more graphic and construct 3D shapes using withy sticks and rubber bands			This unit builds upon their previous knowledge of sewing from year 3 (puppets) and also fabric decoration (year 4 sun textiles) unit. New Learning: creating bag templates and prototypes, different forms of fastenings – e.g zip, button, velcro, ties etc and finally learning new stitches to strengthen and decorate fabric – blanket stitch, chain stitch, satin stitch, applique.						
PE	Gymnastics - Indoor			Cricket - Outdoor			Netball - Indoor						
	Building on knowledge: In this unit, pupils create longer sequences individually, with a partner and a small group. New Learning: no longer taught barrel roll and now taught backward roll. They learn a wider range of actions such as inverted movements to include cartwheels and shoulder stands. They explore partner relationships such as canon and synchronisation and matching and mirroring.			Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, fielder and batter. New Learning introduce the role of a wicket keeper. Develop overarm bowling technique. Apply a variety of fielding techniques within a game.			This unit builds on the key passing, moving, shooting attacking and defending skills learnt in Y3 but honing these skills to make better judgements in game situations. New Learning controlling the ball under pressure and intercepting at the right time. In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal.						
	Swimming (2 classes)			Swimming (2 classes)			Swimming (2 classes)						
	For half of the academic year two Y5 classes will attend swimming lessons offsite and the remaining two Y5 classes will complete the 4 PE units above. Halfway through the year the 2 classes swap so that at the end of the academic year all classes have completed the 4 PE units and swimming lessons.			For half of the academic year two Y5 classes will attend swimming lessons offsite and the remaining two Y5 classes will complete the 4 PE units above. Halfway through the year the 2 classes swap so that at the end of the academic year all classes have completed the 4 PE units and swimming lessons.			For half of the academic year two Y5 classes will attend swimming lessons offsite and the remaining two Y5 classes will complete the 4 PE units above. Halfway through the year the 2 classes swap so that at the end of the academic year all classes have completed the 4 PE units and swimming lessons.						
French	C'est Nous (8)			Les Temps Libre (7)			Au Restaurant (7)						
French Detail	Prior Learning: greetings for different times of the day, conversational language including 'how are you?', 'what is your name?' and 'how old are you?' and appropriate responses; numbers from 0-31; vocabulary for birthdays including 'when is your birthday?', understanding of where you live and in what type of building. New Learning: orally and in writing, students will learn: the vocabulary for various family members, including vocabulary for 'only child'; how to ask whether someone has siblings; how to say their siblings' names, ages and birthdays. Grammar: adding 's' for plural family members; possessive pronouns (mon, ma, mes); using 'c'est' instead of 'il/elle' when sharing someone's name.			Prior Learning: expressing likes and dislikes (Years 3 & 4); expressing reasons for opinions using <i>parce que</i> + adjective. New Learning: orally and in writing, students will learn: vocabulary for common leisure activities; to ask what other people like to do in their leisure time; to explain what other people like to do in their leisure time; to give reasons for likes and dislikes by using adjectives. Grammar: students will understand that <i>parce que</i> + adjective, the adjective refers to the previously mentioned subject of the sentence, so must have an 'il' if the subject is feminine; conjunctions			Prior Learning: greetings; numbers up to 30; transactional and food vocabulary for supermarket and cafe contexts, including expressing likes and dislikes. Students will apply and develop their knowledge of transactional vocabulary to a new setting (a restaurant). Grammar: negation, plural 's', masculine/feminine/plural nouns and accompanying determiners/articles; sentence structure (number before noun, adjectives after noun). New Learning: orally and in writing, students will learn: vocabulary for common restaurant starters, main courses, desserts and drinks; the conventions of greeting unfamiliar people; the French conventions of ordering food in a restaurant; how to ask 'how much is it?'; how to ask for another option.						
Music	Classroom Jazz 1 (Charanga unit) 6 lessons			Ukelele (Charanga unit) 12 lessons			Music and Me (Charanga)						
Music detail	This is a six-week Unit of Work. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes and improvising: Three Note Bossa and Five Note Swing.			This unit enriches and extends the curriculum. Children have previously practised playing the recorder and the glockenspiel.			Throughout this series, your students will explore the concept of 'identity' – the various elements that shape us. In this unit, we start with gender; with reference to social and cultural differences. They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.						
RE	Innerforces (6)			How is Christmas celebrated around the world? (6)			How do Christians try to follow Jesus' example? (6)						
RE detail	Prior Learning: In Year 2, pupils were taught about why holy books are special and stories from within them and how they affect how people live their lives. In Year 3, pupils were taught about symbols and sayings in a wide range of religions and worldviews in places of worship as well as festivals, e.g. Christmas through the symbol of light, a range of stories Jesus told that made people think. In Year 4, pupils were taught about worship within the home and places of worship for people of a variety of religions about what factors lead to us becoming the people we choose to be. New Learning: In Year 5, pupils will be taught to ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions explain the impact of an inspirational person's life on other people connect a person's actions to their faith.			Prior Learning: In Year 2, pupils were taught about why holy books are special and stories from within them and how they affect how people live their lives. In Year 3, pupils were taught about symbols and sayings in a wide range of religions and worldviews in places of worship as well as festivals, e.g. Christmas through the symbol of light, a range of stories Jesus told that made people think. In Year 4, pupils were taught about worship within the home and places of worship for people of a variety of religions, e.g. Festival of Easter and about the Bible is why it is so special for Christian people. New Learning: In Year 5, pupils will be taught to suggest reasons for some of the similarities and differences between Matthew and Luke account of the birth of Jesus suggest reasons for the impact of the coming of Jesus in a Christian person's life. Apply important messages from the original Christmas story to a modern-day situation.			Prior Learning: In Year 2, pupils were taught about why holy books are special and stories from within them and how they affect how people live their lives. In Year 3, pupils were taught about symbols and sayings in a wide range of religions and worldviews in places of worship as well as festivals, e.g. Christmas. In Year 4, pupils were taught about worship within the home and places of worship for people of a variety of religions and Easter. They also learnt about why the Bible is a special book for Christian people. New Learning: In Year 5, pupils will be taught to discuss how different Christians interpret a Bible story today. Make links between the beliefs (teachings, sources etc.) of different Christian groups. Explain the impact of Jesus' example in a number of different Christians lives helping them to live the right way.						
PSHE/ RSE	Being Me (3)			Dreams & Goals (3) & Anti-Bullying Week			Celebrating Difference (6)						
PSHE/ RSE detail	Children set personal learning goals for themselves. There is a focus on working together to achieve their goals, as well as overcoming obstacles that may appear on their journey. New Learning: children think about their long term dreams. They also think how they can accomplish them in a realistic manner that is achievable for them, for example the children use iPads to research a job they would like to do and the steps required to get there (what to study at secondary school, what grades are needed etc.)			Children learn about the vital importance of respecting others. Children learn about how to understand bullying and how we should celebrate differences rather than fear them. For example there is a lesson on racism that teaches children to embrace diversity and difference. There is also a focus lesson (name-calling and name-calling and the harmful effect this can have for all involved. New Learning: How cultural differences can cause conflict, but that we should celebrate these differences. Children understand that people can be discriminated against because of cultural differences and/or skin colour (racism). They further their understanding of gender			Children learn to make healthy choices, with a focus on keeping a balanced lifestyle. New Learning: dangers of smoking and alcohol. There is also learning about body image to ensure students know what makes a healthy relationship with food. They learn how to be basic-emergency aid in emergency situations.						
Educational Visits/Special Events	British museum	Parents evening	Library visit	Library visit	Royal observatory	Library visit	Place of worship	Junior Citizenship	South Downs Visit	Treat trip (Park)	Book shop and Acelor Mittal visit	Sports Day	Beach trip (1)

Elmhurst Primary School Curriculum Map 2023 - 24 - Year 6

	Term 1	Term 2	Term 3	
Science	Physics - Light (8)	Physics - Electricity (6)	Living Things	
Science detail	Builds upon learning about light in Y3, pupils develop their scientific explanations of how we see things, why shadows are formed, how the size of shadows are changed and how light is reflected. Pupils will be using their understanding that light travels in straight lines to create their own periscopes at the end of the unit, explaining how they work (D.T. links)	Having missed out on Y4 content (e.g. basic parts of a circuit, conductors, insulators), some recovery curriculum teaching will be necessary. When ready, pupils now start to compare and give reasons for how parts of a circuit function (e.g. number of cells affect brightness of a bulb) - in doing this they will go beyond the national curriculum, developing an understanding of the movement of electrons. Pupils are taught to make accurate measurements, for example using LIX meters, and choose the best way to present their data.	This unit builds upon the knowledge acquired in Year 2, Year 4, and Year 5 regarding the classification of animals based on their characteristics. It introduces more advanced scientific terminology, including Linnaean classification. In addition, students will expand their inquiries by observing bread mould over time and utilising their observation skills to describe changes in the mould and differences between mould under various conditions. Furthermore, students will revisit their local environment to observe, classify, and identify species, thereby integrating their learning from Early Years Foundation Stage (EYFS) up until this point. Throughout this process, students will showcase their well-developed scientific working skills by independently planning and conducting their investigations, evaluating them afterward, and actively seeking opportunities for improvement.	Biology - Animals including humans (6) This final science unit has been carefully chosen to support with transition to secondary school. Pupils will consider the importance of diet, exercise, drugs and lifestyle on the way the human body functions. When studying the heart, blood vessels and blood, pupils will go beyond the national curriculum and carry out a heart dissection, designed to challenge and inspire them. Pupils will also describe the life process of reproduction in some animals (PWS/ESE links).
History & Geography	History: The Trans-Atlantic Slave Trade (7 lessons inc trip)	Geography: Brazil (7 lessons)	Geography: Field Work and Mapping	
History & Geography Detail	Pupils continue to develop their skills as historians, analysing and comparing a variety of primary and secondary sources. They build on knowledge of the British Empire, which was first touched upon in year two. They also continue to touch on the themes of trade and immigration both as engines of change throughout history. This unit includes a trip to the Museum of London Docklands.	Building on being taught the features of a river in year 4 and why people settle near rivers in Year 4-5, biomes of Brazil in Year 3 and conservation themes in year 5. New knowledge: specific climate of Brazil, the importance of Amazon Rainforests, deforestation and the migration of people and affect of infrastructure (level 2). Year 4 taught features of a river, found erosion and deposition today.	Details TBC	
Computing and ICT	AUT - Variables in Gaming	SPR - Data and Information: Spreadsheets	Summer - New Unit - Tinkercad - designing 3D functional objects (with DT link)	
Computing detail	This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch.	This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked.	TBC	
Online Safety	Self Image and Identity 1 lesson I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	Online Relationships 1 lesson I can explain how sharing something online may have an impact either positively or negatively. Online Bullying 1 lesson I can explain how someone would report online bullying in different contexts.	Managing Online Information 1 lesson I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively.	Managing Online Information 1 lesson I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.
Art and DT	DT: Tea Blends and packaging (6 lessons)	Art: Batik (5 lessons)	DT: Electricity	
Art and DT detail	In this food and structure unit, children learn about tea, linked to their history units about the British Empire. They investigate, design, make and evaluate different tea blends and packaging, which builds upon their previous knowledge of 3D structures from their year 3 Shepher unit. New learning: tea and the variety of blends, advertising through packaging.	In this Textile unit children design and make a Textile Batik inspired by the artist Romero Britto. This unit explores the style of printing and imagery of Romero Britto and make a design from his pop-art imagery. They learn about printing tools, the technique of wax resist and how batik is a way of developing a permanent design on textiles. In this complex unit children have to control the printing tool by drawing around their design on the fabric. They learn to take the wax of the textile with a hot iron, they also look at the work of Romero Britto. This is a very complex unit because of the combination of skills needed to develop the design and transfer it to white fabric. Once the resulting design is stitched together as a class piece of work and hung somewhere in the school as a more permanent base. This unit builds upon other textile units such as the Sun unit in year four.	This unit will be covered through science. Children will create circuits using a variety of different components and investigate faults in battery operated devices.	In this Sculpture unit children study Aztec Culture that is the culture of early native peoples in New Mexico and the profound influence of Spanish culture on it. In particular they look at the pottery and the New Mexico culture. They look at the importance of clay as a material to make usable artefacts. In particular they look at construction techniques of making with coils and designing with a coloured slip. Different parts of this unit include developing 3D modelling techniques, designing on the outside of the Claypots combining drawing skills with designer skills and understanding the purpose of making pots with clay. They evaluate their success/skill by making a book. This unit build upon other sculpture units such as the Yr 5 Flying Machine Sculptures and other design and technology activities including making Dove candle holders.
PE	Gymnastics (6 lessons) Building on knowledge: Pupils develop their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. New learning: building shoulder stands and cartwheels into hand stands.	Dance (6 lessons) Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. By the end of the unit pupils convey an entire story through dance.	Basketball (6 lessons) In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. New Learning: pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will learn the jump shot in addition to recapping the set shot taught in Y4.	Yoga (6 lessons) Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. New Learning: pupils should take more ownership of their learning and create their own yoga flows.
French	C'est nous (6 lessons)	L'heure (6 lessons)	Les achats (6 lessons)	
French detail	Prior Learning: greetings for different times of the day, conversational language including asking and responding to questions about themselves and their body parts, how they are, where they live and family members. Grammar: students have studied masculine, feminine and plural nouns with their corresponding determiners and differences between French and English sentence structures including placement of adjectives after nouns in Y3, 4 and 5. New Learning: orally and in writing, students will learn to describe different people according to their gender, including details such as hair colour and length, eye colour and accessories. Grammar: students will learn to agree adjectives for plurals (-s/-e endings) and to order adjectives within sentences.	Prior Learning: numbers from 0-30. Year 5 hobbies vocabulary New Learning: orally and in writing, students will learn: numbers up to 60, to tell the time in French to the hour, half past, quarter past/to, and to the nearest 5 minutes, to say 'midday' and 'midnight'; to ask and respond to the question 'what is the time?'; to ask and respond to 'what time do you do (that activity)?'. Grammar: students will learn that hours become plural (adding -e ending) with more than 1 hour.	Prior Learning: greetings; numbers up to 30; transactional and food vocabulary for supermarket, cafe and restaurant contexts, including expressing likes and dislikes. Grammar: negation, plural s, masculine/feminine (plural nouns and accompanying determiners/articles); sentence structure (number before noun, adjectives after noun). New Learning:	
Music	Classroom Jazz 2 (6 Lessons)	Keyboards (12 lessons)	Singing and Harmonies	
Music detail	Children have composed a piece of music in every year group. This unit is an opportunity for them to cultivate their knowledge and with increasing confidence choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, some of occasion, solo, rounds, accompaniments, drones, ostinati and cyclic patterns.	Children will use all their prior learning (particularly from the glockenspiel unit) to compose a short piece on the keyboard. They will be using their skills in listening, composing and performing. They will use a stove and read their music. Thinking about posture, mood/timbre, rhythm, melody and dynamics.	An opportunity for the children to create and use music in a 'real life' context of performing in their end of year production.	
RE	What qualities are important to present day religious leaders?	What do people believe in life after death?	What happened on the first Easter Sunday?	
R.E. detail	Prior Learning: In Year 3, pupils were taught about symbols and sayings in a wide range of religions and worldviews. In Year 4, pupils were taught about religions in their neighbourhood and meeting local leaders. In Year 5, pupils were taught about the teachings of Muhammad and Jesus and the significance of their leadership about the qualities needed to get others to listen and follow in their teachings. New Learning: In Year 6, pupils will be taught to explain the roles and duties of religious leaders in several religions, including examples in both religious and secular communities. Children will be able to identify the role of religious leaders in UK government and worldwide politics. Write a job description for a religious leader and compare it with another religion. Critically evaluate the role of more than one religious leader in the world.	Prior Learning: In Year 3, pupils were taught about symbols and sayings in a wide range of religions and worldviews. In Year 5, pupils were taught about different beliefs about God and his character. This should be drawn on when understanding the concept of life after death as this links to the nature of God and what death means to different religions and worldviews. New Learning: In Year 6, pupils will be taught to link and explain ideas from different religions on life and death as well as my own ask questions about things that are important to me and other's around life and death and suggest answers which relate to my own and others' lives appreciate and appraise different views on life after death, as well as explain with reasons my own thoughts.	Prior Learning: In Year 3, pupils were taught about symbols and sayings in a wide range of religions and worldviews, including stories Jesus told and the festival of Christmas. In Year 4, pupils were taught about the festival of Easter and the importance of the Bible in the lives of Christians people. In Year 5, pupils were taught about different beliefs about God and his character about special artefacts and events, e.g. festivals like Christmas, looking at textual criticism of different Biblical texts. New Learning: Describe and compare what practices and experiences may be involved in belonging to different churches at Easter. Describe why people belong to Christianity, and explain how similarities and differences in how Easter is celebrated makes a difference to their lives. Explain how different Christians mark Easter as an important festival, expressing insight into the difference Easter makes to the lives of modern Christians	Prior Learning: In Year 3, pupils were taught about symbols and sayings in a wide range of religions and worldviews. In Year 4, pupils were taught about religions in their neighbourhood and about signs and saying religion and world views share or differ in. In Year 5 different beliefs about God and his character about special artefacts and events, e.g. festivals like Eid and Christmas. New Learning: In Year 6 pupils will be taught to: Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups. Describe why people belong to religions, and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities. Appraise different religious practices and evaluate reasons for them.
PSHE/ RSE	Being Me (1)	Dreams & Goals (1) & Anti-Bullying Week	Celebrating Difference (6)	
PSHE/ RSE detail	Using team-building games, mindfulness and engaging discussions, children learn to set general goals for the year and about making the right choices. Moreover, children learn about the rights and responsibilities of being a citizen of the world in the 21st century (global citizenship) and about children's universal rights in countries across the planet. New Learning: How children are citizens not only of their class, school and country but also global citizens too. Understand how universal rights aren't met for all children and how to compare their own wants and needs with children from different communities.	Children set personal learning goals for themselves, in and out of school. There is a focus on working together to achieve their goals, as well as overcoming obstacles that may appear on their journey. New Learning: Children think about their dreams in a global context, recognising their emotions when considering others who are suffering or living in difficult situations.	Children learn about the vital importance of respecting others. Children learn about how to understand bullying and how we should celebrate differences, rather than fear them. New Learning: Changing perceptions of normality, with a focus on disability. Children learn more about different gender stereotypes, verbal harassment and respecting people's physical boundaries and how they learn how to challenge these respectfully.	Children learn to make healthy choices, with a focus on achieving a balanced lifestyle. New Learning: children's own mental wellbeing and emotional health e.g. some techniques on how to deal with stress. There is also a lesson on Gang Culture, which is reinforced by a talk given by the Newham Primary Police Programme.
Educational Visits/Special Events	Docklands Museum Trip Fair Play House Trip (5 lessons) / Batik Unit (5 lessons)	TfL talk (1 lesson) Leaders panel Parents' Evening Trip to Horniman Museum/Natural History Museum Word Book Day and Trip (2 lessons)	Parents' Evening Place of Worship Week visit (1 lesson) British Museum Treat Trip and Post SATs Park Trip Sports Day Seaside Trip Parents' Evening Year 6 Production	