



## The Reddings Primary and Nursery School Curriculum Map for 2018-19



|                    | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|--------------------|---|---|--|---|---|---|
| <b>Topic Theme</b> | This is us! UK regional study   |   | Ancient Egypt  |   | Stone Age to Celts  |   |
| <b>Theme weeks</b> | 12 weeks (7+5)  |   | 11 weeks (5+6)   |   | 11 weeks (5+6)  |   |
| <b>English</b>     | 3- Hansel and Gretel<br><br>4 – The BFG – Roald Dahl  | 2 - Fables – <b>War and Peas - M. Foreman</b><br><br>Persuasion – Come to London!<br><br>1 Vocabulary building poetry | 2 - Traditional Tale (alt version) – <b>The Egyptian Cinderella – Shirley Climo</b><br><br>2 - Non chron reports – read a selection of reports about Egypt (library) select material make notes and write own reports<br><br>2 - Instructions – how to mummify<br><br>5 – Narrative – <b>Ma’at’s feather - Edward Tulane</b><br><br>1 – poetry linked to topic |   | 4 – narrative – <b>Stig of the Dump – Clive King OR Ug – Raymond Briggs</b> write narrative version of Ug<br><br>3 – <b>Pebble in my Pocket – Meredith Hooper</b> explanation (write an explanation of a rock’s journey through time)<br><br>1 – vocabulary building poetry – linked to pebble in my pocket<br><br>3 – narrative – <b>The Iron Man – Ted Hughes</b> |   |
| <b>SPaG</b>        | Formation of nouns using a range of prefixes Use of the forms a or an according to whether the next word begins with a consonant or a vowel<br>Word families based on common words, showing how words are related in form and meaning<br>Conjunctions, adverbs and prepositions<br>Introduction to inverted commas to punctuate direct speech |   |  |   |   |   |
| <b>Maths</b>       | Place value<br><br>Addition and subtraction   | Addition and subtraction<br><br>Multiplication and division   | Multiplication and division<br><br>Money<br>Statistics   | Measures – length and perimeter<br><br>Fraction | Fractions<br><br>Measures – time  | Geometry – properties of shapes<br><br>Measures – mass and capacity |

|   |   |  |   |  |  |
|---|---|--|---|--|--|
| <p><b>Science</b><br/>Pupils should be taught to:</p> | <p><b>Forces and magnets</b></p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> | <p><b>Light</b></p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change.</p> | <p><b>Animals including humans: nutrition</b></p> <p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> | <p><b>Plants</b></p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> | <p><b>Rocks</b></p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter</p> |
|---|---|--|---|--|--|

|  |   |  |   |
|--|---|--|---|
| <p><b>Computing</b><br/>Pupils should be taught to:</p>  | <p style="text-align: center;"><b>Authoring</b></p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> | <p style="text-align: center;"><b>Programming and Games</b></p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> | <p style="text-align: center;"><b>Keeping Informed</b></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Use technology safely, respectfully and responsibly; recognises acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> |
| <p><b>History</b><br/>Pupils should be taught about:</p> |   | <p style="text-align: center;"><b>Ancient Civilizations</b></p> <p style="text-align: center;"><b>Ancient Egypt</b></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt</p>  | <p style="text-align: center;"><b>Pre-Roman Britain</b></p> <p style="text-align: center;"><b>Stone Age to Celts</b></p> <p>Changes in Britain from the Stone Age to the Iron Age</p>   |

|   |  |   |  |
|---|--|---|--|
| <p><b>Geography</b><br/>Pupils should be taught to:</p> | <p>locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Comparative study of region of the UK to the Caribbean</p> | <p>§</p>  | <p>name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>  |
| <p><b>Art</b></p>                                       | <p><b>Monet</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>Taught about great artists, architects and designers in history</p>   | <p><b>Kartouche / canopic jars / masks / hieroglyphics</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> | <p><b>Cave Painting</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> |
| <p><b>DT</b></p>  |  | <p><b>Structures</b></p> <p><b>Pyramids</b></p>   | <p><b>Textiles</b></p> <p><b>Celtic weaving</b></p>  |

|   |   |  |  |   |   |   |
|---|---|--|--|---|---|---|
| <p><b>Music</b><br/>Pupils should be taught to:</p> | <p><b>Let your spirits Fly</b></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of</p> | <p><b>Glockenspiel stage 1</b></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding</p> | <p><b>Three Little Birds</b></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p> | <p><b>The Dragon Song</b></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p> | <p><b>Bringing us together</b></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of</p> | <p><b>Reflect, Rewind and Replay</b></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of</p> |
|---|---|--|--|---|---|---|

|  |   |  |  |
|--|---|--|--|
| <p><b>PE</b><br/>Pupils should be taught to:</p> | <p style="text-align: center;"><b>Football</b></p> <p>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> | <p style="text-align: center;"><b>Gymnastics</b></p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p style="text-align: center;"><b>Athletics</b></p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> |
|--|---|--|--|

|  |  |   |  |   |   |  |
|--|--|---|--|---|---|--|
| <p><b>RE</b><br/>(HERTS agreed syllabus)</p> | <p><b>Stories of key religious leaders</b></p> <p>2.1 to describe the key aspects of religions and traditions that influence the beliefs and values of others;</p> <p>2.2 to use key religious vocabulary in communicating their knowledge and understanding;</p> <p>2.3 about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;</p> <p>2.5 to identify and begin to describe the similarities and differences within and between religions;</p> <p>2.6 to investigate the significance of religion in the local, national and global communities;</p> | <p><b>Ways of describing God / Christmas</b></p> <p>2.4 about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods;</p> <p>2.8 about the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers;</p> <p>2.12 how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities;</p> <p>2.20 to develop their sense of curiosity about life, death, relationships and the natural world and express personal opinions</p> | <p><b>Events in the life of Jesus</b></p> <p>2.3 about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;</p> <p>2.12 how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities;</p> <p>2.16 about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others;</p> <p>2.25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others</p> | <p><b>Rules and how they influence actions</b></p> <p>2.24 about religious codes of conduct and rules of living, considering the effect of these on daily life;</p> <p>2.25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others</p> | <p><b>Special and sacred places</b></p> <p>2.13 about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance;</p> <p>2.25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others</p> |  |
|--|--|---|--|---|---|--|

|   |  |   |   |  |  |   |
|---|--|---|---|--|--|---|
| <p><b>Languages</b><br/>Pupils should be taught to:</p> | <p><b>I'm Learning Spanish</b><br/>         § speak in sentences, using familiar vocabulary, phrases and basic language structures<br/>         § develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases<br/>         § present ideas and information orally to a range of audiences<br/>         § broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> | <p><b>Animals</b><br/>         § speak in sentences, using familiar vocabulary, phrases and basic language structures<br/>         § develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases<br/>         § present ideas and information orally to a range of audiences<br/>         § broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> | <p><b>Musical Instruments</b><br/>         § speak in sentences, using familiar vocabulary, phrases and basic language structures<br/>         § develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases<br/>         § present ideas and information orally to a range of audiences<br/>         § broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> | <p><b>Little Red Riding Hood</b><br/>         § engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help<br/>         § speak in sentences, using familiar vocabulary, phrases and basic language structures<br/>         § develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases<br/>         § present ideas and information orally to a range of audiences<br/>         § broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary<br/>         § understand basic grammar appropriate to the language being studied, partitive article</p> | <p><b>I can</b><br/>         § listen attentively to spoken language and show understanding by joining in and responding<br/>         § explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words<br/>         § speak in sentences, using familiar vocabulary, phrases and basic language structures<br/>         § develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases<br/>         § present ideas and information orally to a range of audiences<br/>         § read carefully and show understanding of words, phrases and simple writing<br/>         § appreciate stories, songs, poems and rhymes in the language<br/>         § broaden their vocabulary and develop their ability to understand new</p> | <p><b>I can</b><br/>         § engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help<br/>         § speak in sentences, using familiar vocabulary, phrases and basic language structures<br/>         § develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases<br/>         § present ideas and information orally to a range of audiences<br/>         § broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary<br/>         § write phrases from memory, and adapt these to create new sentences, to express ideas clearly<br/>         § describe people</p> |
|---|--|---|---|--|--|---|

| <b>Curriculum Enrichment</b> | <b>Celtic Harmony Trip</b>              | <b>Ancient Egypt Day</b> | <b>Boxmoor Trust for Science</b> |
|------------------------------|---|--------------------------|----------------------------------|
| <b>Enrichment Days</b>       | KS2 trip to Clacton<br>Enterprise Fayre |                          |                                  |