



## 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>	<b>Ancient Greece 8 weeks Christmas 2 weeks</b>		<b>Where do we belong? 10 weeks</b>		<b>The Roman Empire 12 weeks</b>	
<b>Class readers</b>						
<b>English</b>	3 weeks – Hansel and Gretel  4 weeks – Narrative - <b>The Adventures of Odysseus by Hugh Lupton.</b>  2 weeks – Poetry based on <b>Chocolate Cake by Michael Rosen</b>		1 week – Poetry (Volcano theme)  3 weeks - Persuasion – visit Italy!  3 weeks - Explanations – how are volcanoes formed (trip opportunity)  3 weeks - Narrative - <b>Escape from Pompeii</b>		4 weeks - Myths – <b>Orchard book of Roman myths + Marcia Williams</b>  3 weeks - Recounts – <b>the Roman Record</b> – newspaper reports  3 weeks - Non-chronological report – Ancient Roman life & aspects (trip opportunity)	
<b>PaG</b>  <b>Spelling from school scheme</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials Use of commas after fronted adverbials Apostrophes to mark plural possession Use of inverted commas and other punctuation to indicate direct speech Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Standard English forms for verb inflections instead of local spoken forms					

<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• Place value – Order and compare numbers beyond 1000</li> <li>• Rounding, estimation and magnitude</li> <li>• Securing addition and Subtraction Mental Fluency</li> <li>• Securing formal written addition and subtraction fluency</li> <li>• Counting in Multiples of 6, 7, 9, 25 and 1000</li> <li>• Multiplication and division facts (Times Tables)</li> <li>• Factor pairs, integer scaling and correspondence problems</li> </ul>	<ul style="list-style-type: none"> <li>• Problem Solving Including Measures to Apply Place Value, Mental Strategies and Arithmetic Laws</li> <li>• Multiply and Divide a One or Two-digit Number by 10 and 100</li> <li>• Measure – Conversion of Units</li> <li>• Measures – Compare, Estimate and Calculate</li> <li>• Discrete and Continuous Data (Time Graphs), Including Application of Scales and Division</li> <li>• Perimeter</li> </ul>	<ul style="list-style-type: none"> <li>• Properties of shape</li> <li>• Symmetry</li> <li>• Decimal numbers</li> <li>• Calculating with decimals</li> <li>• Measure – money</li> <li>• Problem solving involving decimals to two decimal places</li> <li>• Add and subtract fractions with the same denominator</li> <li>• Finding fractions of quantities</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions in the context of measure</li> <li>• Equivalent fractions, ordering and comparing</li> <li>• Multiply 2 and 3-digit numbers by a one-digit number using a formal written layout</li> <li>• Divide 2 and 3-digit numbers by a one-digit number using a formal written layout</li> </ul>	<ul style="list-style-type: none"> <li>• Time – read, write calculate and convert time on analogue and digital 12- and 24-hour clocks</li> <li>• Statistics – Interpret and present continuous and discrete data, solve problems incorporating measures</li> <li>• Roman numerals to 100 and zero</li> <li>• Negative numbers – Counting through zero and calculating in context</li> <li>• Geometry – Angles</li> <li>• Geometry – Properties of triangles</li> <li>• Geometry – Coordinates in the first quadrant and translations</li> <li>• Geometry – Position and direction, incorporating angles and plotting points of a shape</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and Division Review</li> <li>• Area</li> <li>• Fractions Review</li> <li>• Application and Problem Solving – Developing Operation Sense</li> </ul>
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<p><b>Science</b> Pupils should be taught to:</p>	<p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>▪ compare and group materials together, according to whether they are solids, liquids or gases</li> <li>▪ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>▪ identify common appliances that run on electricity</li> <li>▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>▪ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>▪ recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit</li> <li>▪ recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>▪ recognise that living things can be grouped in a variety of ways</li> <li>▪ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>▪ recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>▪ describe the simple functions of the basic parts of the digestive system in humans</li> <li>▪ identify the different types of teeth in humans and their simple functions</li> <li>▪ construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>▪ identify how sounds are made, associating some of them with something vibrating</li> <li>▪ recognise that vibrations from sounds travel through a medium to the ear</li> <li>▪ find patterns between the pitch of a sound and features of the object that produced it</li> <li>▪ find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>▪ recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>
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<p><b>Computing</b></p>	<p><b>Create – Authoring</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p><b>Digital Research – Accuracy Counts</b></p> <ul style="list-style-type: none"> <li>▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>▪ use search technologies effectively,</li> <li>▪ appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p><b>eWorlds – Programming and Games</b></p> <ul style="list-style-type: none"> <li>▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>
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<p><b>History</b> Pupils should be taught about:</p>	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> </ul>		<p><b>The Roman Empire</b></p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> </ul>
<p><b>Geography</b> Pupils should be taught to:</p>		<p><b>A comparative study of a European country to a region in the UK</b></p> <ul style="list-style-type: none"> <li>▪ describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>▪ use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> </ul>	

<p><b>Art</b></p>	<p style="text-align: center;"><b>Mosaics</b></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history.</li> </ul>	<p style="text-align: center;"><b>Theatre Masks</b></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• About great artists, architects and designers in history.</li> </ul>
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<p><b>DT</b></p>	<p style="text-align: center;"><b>Electrical Systems</b></p> <ul style="list-style-type: none"> <li>▪ understand and use electrical systems in their products</li> <li>▪ select from and use a wider range of tools and equipment to perform practical tasks accurately</li> <li>▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	<p style="text-align: center;"><b>Food</b></p> <ul style="list-style-type: none"> <li>▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>▪ understand and apply the principles of a healthy and varied diet</li> <li>▪ cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</li> <li>▪ become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</li> <li>▪ understand the source, seasonality and characteristics of a broad range of ingredients</li> </ul>	<p style="text-align: center;"><b>Mechanical systems – levers and linkages</b></p> <ul style="list-style-type: none"> <li>▪ understand and use mechanical systems in their products</li> <li>▪ understand how key events and individuals in design and technology have helped shape the world</li> <li>▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>
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<p><b>Music</b> Pupils should be taught to:</p>	<p><b>Mamma Mia! Glockenspiel stage 2</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>		<p><b>Stop! Lean on me</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>		<p><b>Blackbird Reflect, rewind and replay</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>	
<p><b>PE</b> Pupils should be taught to:</p>	<p>Non-contact rugby Swimming</p>	<p>Basketball Dance</p>	<p>Gymnastics Indoor Athletics</p>	<p>Ball skills OAA</p>	<p>Tennis Tri Golf</p>	<p>Athletics Rounders</p>
<p><b>RE</b> (HERTS agreed syllabus renewed for September 2017)</p>	<p>Hinduism Christianity (focusing on Christmas)</p>		<p>Sikhism Christianity (focusing on Easter)</p>		<p>Judaism Our personal beliefs</p>	

<b>SRE</b>  <b>(Teaching SRE with confidence in primary schools)</b>		Growing up: growing and changing, “ <i>What is puberty?</i> ”, puberty changes and reproduction.	
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<b>Languages</b> Pupils should be taught to:	<b>Me Presento (Presenting Myself)</b>	<b>Los Romanos (The Romans)</b>	<b>Hábitats (Habitats)</b>	<b>¿Qué Tiempo Hace? (The Weather)</b>	<b>Las Olimpiadas (The Olympics)</b>	<b>Mi Clase (In The Classroom)</b>
	<p>"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."  "Speak in sentences, using familiar vocabulary, phrases and basic language structures."  "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."  "Present ideas and information orally to a range of audiences."  "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>"Listen attentively to spoken language and show understanding by joining in and responding."  "Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."  "Read carefully and show understanding of words, phrases and simple writing."  "Appreciate stories, songs, poems and rhymes in the language."  "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."  "Describe people, places, things and actions orally and in writing."  "Speak in sentences, using familiar vocabulary, phrases and basic language structures."  "Develop accurate pronunciation and intonation so that others</p>	<p>"Listen attentively to spoken language and show understanding by joining in and responding."  "Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."  "Read carefully and show understanding of words, phrases and simple writing."  "Appreciate stories, songs, poems and rhymes in the language."  "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."  "Describe people, places, things and actions orally and in writing."  "Speak in sentences, using familiar vocabulary, phrases and basic language structures."  "Develop accurate pronunciation and intonation so that others understand when</p>	<p>"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."  "Describe people, places, things and actions orally and in writing."  "Speak in sentences, using familiar vocabulary, phrases and basic language structures."  "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."  "Present ideas and information orally to a range of audiences."  "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>"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."  "Read carefully and show understanding of words, phrases and simple writing."  "Appreciate stories, songs, poems and rhymes in the language."  "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."  "Describe people, places, things and actions orally and in writing."  "Speak in sentences, using familiar vocabulary, phrases and basic language structures."  "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."  "Present ideas and information orally to</p>	<p>"Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English."  "Speak in sentences, using familiar vocabulary, phrases and basic language structures."  "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."  "Present ideas and information orally to a range of audiences."  "Broaden their vocabulary and develop their</p>

<b>Curriculum Enrichment</b>			
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