



The Reddings Primary and Nursery School



Curriculum Map for 2019 - 20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Stone Age to Celts		Where shall we go today? This is us! UK regional study		Ancient Egypt	
Theme Weeks	8	7	6	5	5	7
English	3 - Window – Persuasive piece (Whole school book) 3 - Pebble in my pocket – write an explanation of a rock’s journey through time 1 – Poetry based on vocab building from Pebble in my pocket	3 - Stig of the Dump – Clive King - Narrative 4 - The Iron Man – Ted Hughes - Narrative	3 - Atlas of Adventures - UK non-chron reports and persuasive writing 3 - The True Story of the Three Little Pigs - Jon Scieszka - Narrative	4 – BFG – Narrative (to include instructions, how to catch a dream) 1 – Poetry linked to description of characters in BFG	3 – Whole school book? 1 - “How to mummify Tutankhamun” – Instructions 1 - Egyptian Cinderella – Comparison of different versions around the world	2 - Egyptian Cinderella – Narrative 4 - Egyptology: Search for the Tomb of Osiris - Emily Sands – Explanation and non fiction reports
SpaG	Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Introduction to inverted commas to punctuate direct speech Preposition, conjunctions, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter					

Maths	Place value Addition and subtraction	Addition and subtraction Multiplication and division	Multiplication and division Money Statistics	Measures – length and perimeter Fractions	Fractions Measures – time	Geometry – Properties of shape Measures – Mass and Capacity
History	<p><u>Vocab</u> Vocabulary and phrases of past and present, To include, 'period of time'</p> <p><u>Chronology</u> To be able to order events/ significant people chronologically, introducing dates to their chronological awareness</p> <p>To develop a chronologically secure knowledge of the events within the periods studied</p> <p><u>Characteristics of events/ people inc. changes over time</u> To have knowledge of the events studied and begin to give reasons for the events/ people, and changes over time compared with their lives today</p> <p><u>Sources</u> To begin to show some understanding that aspects of the past have been represented and interpreted in different ways.</p> <p>To begin to note connections, contrasts and trends within the period studied INTRO here, to focus on in Summer term To be able to ask and answer questions, showing knowledge and understanding of key features of events.</p> <p>To begin to structure answers to historical questions using relevant historical information including dates</p>		n/a	<p><u>Vocab</u> Vocabulary and phrases of past and present, To include, 'passing of time' and 'period of time'</p> <p><u>Chronology</u> To be able to order events/ significant people chronologically, introducing dates to their chronological awareness</p> <p>To develop a chronologically secure knowledge of the events within the periods studied</p> <p>To know where this fits with the stone age (and any other period of time they may already know)</p> <p><u>Characteristics of events/ people inc. changes over time</u> To have knowledge of the events studied and begin to give reasons for the events/ people, and changes over time compared with their lives today</p> <p><u>Sources</u> To begin to show some understanding that aspects of the past have been represented and interpreted in different ways. To be able to ask and answer questions, showing knowledge and understanding of key features of events.</p>		

			To begin to structure answers to historical questions using relevant historical information including dates
Geography	<u>Fieldwork</u> (as part of history) develop an understanding of and ability to: describe, understand settlement and land use	<p>PLACE KNOWLEDGE Using the geographic region of the UK</p> <p><u>Map work- locational knowledge</u> Use map, atlas, globe and digital/ computer mapping to locate counties and cities of UK</p> <p><u>Fieldwork</u> To use fieldwork to observe, measure, record and present features, (using sketch maps and plans,) describing, understanding settlement and land use within the local area</p> <p>To use knowledge gained from fieldwork, to contrast local area with contrasting location within the UK</p> <p><u>Compass and map work</u> To use basic 4 point compass skills, symbols and keys on an Ordnance Survey map of the UK</p> <p><u>Physical and human skills</u> To understand physical geographical features- similarities and differences between local area and a contrasting region of the UK</p>	<u>Map work- locational knowledge</u> To understand the key physical and human characteristics of the countries within Northern Africa- Egypt

		To be able to identify key physical and human characteristics of cities and geographical regions within the UK	
Science	<p><u>Plants</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><u>Rocks</u> Compare and group together different kinds of rocks based on their appearance and simple physical property. Describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter</p>	<p><u>Forces and magnets</u> Compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others 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 predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><u>Light</u> Recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change.</p>	<p><u>Animals including humans: nutrition</u> 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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
RE	<p>Marking festivals, traditions and key events in life Looking at two contrasting religions (Christianity and Islam), pupils describe ways and traditions of celebrating festivals (e.g. Eid-ul-Adha, Eid Al Fitr,</p>	<p>Belonging to a family, a community, challenges and religious leadership What does it mean to belong to a faith community? Pupils explore shared</p>	<p>Sacred texts and stories, their guidance and impact Enquiring about what is wisdom, pupils explore the power of faith stories and sacred writing</p>

	<p>Easter, Christmas) and marking important events in life (birth welcoming ceremonies and traditions, e.g. Christian Baptism and Muslim Shahada). Pupils also explore different ways of marking the same event (e.g. Christmas, ceremonies of belonging) <i>What is it like to follow God?</i></p> <p>Symbolic expression in prayer and worship Through the exploration of beliefs and practices, pupils explain how symbolic actions in worship can communicate and express meaning beyond words. They explore humility in prayer (e.g. genuflection, wudu, foot washing, silence and submission to Allah), the power of light across religions and the importance of sharing food in Christian worship.</p> <p>Advent and Christmas traditions around the world</p>	<p>beliefs and develop imaginative and creative ways of expressing their own faith or belief commitments (e.g. Sikh Kalsa). Looking at the challenge of individual commitment, they explore how the Five Pillars guide Muslims in their daily lives and question why some Muslims pray five times a day whilst others do not. They learn about the role and duties of historical and religious leadership (e.g. Jesus, Muhammad, Imam, Vicar) on followers and in their own lives.</p> <p>Different ideas about God and gods, creation and ultimate questions Discussing challenging questions about meaning, purpose and truth, pupils consider the different ideas about God and pose some deeper questions (e.g. Why are there some questions about life to which we don't have the answers?) They learn some of the ways religion's name and describe the attributes of God (e.g. 99 names of Allah and the Trinity). They explore different stories about how the world began (Christianity and Islam), expressing creatively theirs and others ideas on creation, God and heaven through creative media. <i>What do Christians learn from the Creation Story?</i></p> <p>Communicating through sacred spaces and prayer Pupils investigate the role and special space for worship in a mosque and a church exploring meaning and</p>	<p>from the Christian and Islamic traditions (e.g. The Good Samaritan, The story of Muhammad) and respond to the impact of these on religious followers. They consider what is a sacred text, beliefs about its origin and how it should be treated (e.g. The Qur'an and The Bible). Learning about the impact of authority on individual believers, they ask and explore 'Who was Jesus?' and 'What is the Trinity?' and the impact of Pentecost on Christians. <i>When Jesus left what was the impact of Pentecost?</i></p> <p>Taking responsibility for living together, values and respect Pupils consider their responsibility for the world and for each other and some religious and worldview responses (e.g. What kind of world did Jesus want?). They consider what rules different communities follow about caring for the world/each other. They think about what is important and what is valued and compile a moral values charter. <i>What kind of world would Jesus want?</i></p> <p>Right and wrong, just and fair Pupils learn about justice and fairness through the work of development charities (e.g. Christian Aid, Islamic Relief, Oxfam or their local religious charity group) and apply their own ideas on matters that are important. They explore faith stories that illustrate justice and fairness and how to treat each other (e.g. Zaccheus the Tax Collector and Widow's Mite). They reflect on who decides what is right and what is wrong.</p>
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			<p>significance for followers. They examine how architecture and design may contribute to a worshippers experience and ask, who hears our prayers? They learn about key prayers (e.g. the first Surah in the Qu'ran and The Lord's Prayer) and how they might inspire a believer's commitment. They revisit the Easter story and learn about the Eucharist through visiting a local church or listening to a practising Christian.</p> <p>Exploring Lent, Holy Week and Salvation</p>			
PE	Tennis & Football	Dance and Indoor Athletics	Gymnastics and Table Tennis	OAA and Tag Rugby	Kwik Cricket and Tri Golf	Athletics and Rounders
Computing	<p style="text-align: center;">Authoring</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;">Programming and Games</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 use sequence, selection, and repetition in programs; work with variables and various forms of input and output 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;</p>		<p style="text-align: center;">Keeping Informed</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>	

			identify a range of ways to report concerns about content and contact		Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	
					Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
Music	Let your spirits Fly	Glockenspiel stage 1	Three Little Birds	The Dragon Song	Bringing us together	Reflect, Rewind and Replay
	<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</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</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>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>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>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>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>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>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>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>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>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>
DT	Textiles Celtic weaving				Structures Pyramids	
Art	Monet To create sketch books to record their observations and use them to review and revisit ideas Taught about great artists, architects and designers in history		Kartouche / canopic jars / masks / hieroglyphics To create sketch books to record their observations and use them to review and revisit ideas 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)		Cave Painting <input type="checkbox"/> To create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> 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)	
MfL	I'm Learning Spanish	Animals	Musical Instruments	Little Red Riding Hood	I can	I can

	<ul style="list-style-type: none"> <input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures <input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <input type="checkbox"/> present ideas and information orally to a range of audiences <input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> <input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures <input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <input type="checkbox"/> present ideas and information orally to a range of audiences <input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> <input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures <input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <input type="checkbox"/> present ideas and information orally to a range of audiences <input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> <input type="checkbox"/> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help <input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures <input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <input type="checkbox"/> present ideas and information orally to a range of audiences <input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written 	<ul style="list-style-type: none"> <input type="checkbox"/> listen attentively to spoken language and show understanding by joining in and responding <input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures <input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <input type="checkbox"/> present ideas and information orally to a range of audiences <input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing <input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language <input type="checkbox"/> broaden their vocabulary and 	<ul style="list-style-type: none"> <input type="checkbox"/> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help <input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures <input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <input type="checkbox"/> present ideas and information orally to a range of audiences <input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <input type="checkbox"/> write phrases from memory, and adapt these to create new
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				material, including through using a dictionary <input type="checkbox"/> understand basic grammar appropriate to the language being studied, partitive article	develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	sentences, to express ideas clearly <input type="checkbox"/> describe people, places, things and actions orally* and in writing
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