



Lytchett Matravers Primary School 2021-22 Curriculum Map



Lytchett Matravers Primary School provides pupils with a curriculum that ensures our children become well-rounded educated citizens. By the time they leave our school, they will have developed a deeper knowledge base, know more, remember more and be able to do more. Please contact the school office if you have any expertise, advice, comments or queries about our school's curriculum map, we would be happy to hear from you.

This is in accordance with Article 28 of the UN Convention of the Rights of a Child: [You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.](#)

Aims and Purpose – What do we want from each of our subjects?

WHAT END POINTS IS THE LMPS CURRICULUM BUILDING TOWARDS?

Science	Here at LMPS we aim to deliver a high-quality science education, providing the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. All pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes. Through building up a body of key foundational knowledge and concepts, we aim to encourage our pupils to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.
Computing	Computing at LMPS aims to teach pupils how systems work and how to apply this through programming. We also aim to give pupils the opportunity to use information technology to create programs, systems and a range of content. We intend to embed the use of information technology within the teaching of mathematics, science and design and technology. At LMPS we want our pupils to become digitally literate in order to prepare them as active participants in a digital world.
History	Our aim is to help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We aim to inspire pupils’ curiosity to know more about the past. We encourage the children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. At LMPS, History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
Geography	At LMPS, our geography education is designed to inspire a sense of curiosity and wonder in our children. We hope to encourage them to raise questions about the world they live in and to learn about diverse places, people, resources and natural and human environments that will remain with them forever. We strive for our teaching to equip pupils with knowledge about the Earth’s key physical and human processes and its people. We hope that as our pupils reach the end of Key Stage 1, we have inspired our children to appreciate their local area as well as to understand that we are part of a bigger world where areas have similarities and differences. As pupils progress through Key Stage 2, their knowledge about the world should form a strong foundation for them to widen their understanding of how physical and human processes, landscapes and environments are interconnected. They will learn about how the world will continually change over time and we as humans have parts to play in protecting our planet. At LMPS, we aim to ensure that the children’s geographical knowledge and understanding is supported by skills learnt throughout the key stages including map reading and fieldwork.
RE	At LMPS we believe that RE is an important curriculum area that enhances the children's understanding and acceptance of different religions and cultures. We aim to teach the children about different religions so that they can gain an understanding of important religious festivals and how they are celebrated. We intend to encourage pupils to explore their own beliefs and teach pupils to develop respect for different faiths and beliefs. Through the teaching of RE at LMPS we aim for pupils to build their sense of identity and belonging, which will help them flourish within their communities and as citizens in a diverse society.
Music	At LMPS we aim to engage and inspire pupils to develop both a love of music and their talent as musicians. We aim to develop a critical engagement with music, allowing them to compose, listen to and perform a wide range of musical styles both in individual and group settings.
Art & Design	At LMPS we aim to provide a high-quality art and design education that engages, inspires and challenges pupils. Equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We aim to develop pupils understanding to help them to think critically and gain a more rigorous understanding of art and design. We want our children to know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
Design & Technology	At LMPS we aim to inspire children in Design and Technology using creativity and imagination. Pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world, they explore this further through their mathematics, science, geography, history and art topics to develop a broad range of subject knowledge.
PE	At LMPS, we aim for a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We ensure we provide opportunities for pupils to become physically confident in a way which supports their health and fitness. At LMPS, we provide opportunities to compete in sport at all ages and through a range of sporting areas. Activities build character and help to embed our Sporting Values which are celebrated across the school.
MFL	At LMPS we teach foreign languages in order to provide an opening to other cultures, fostering pupils’ curiosity and deepening their understanding of the world. We aim to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.
PSHE	At LMPS we believe that it’s very important that our pupils get an excellent, broad and well balanced education that will teach them the necessary skills and prepare them for the future. We seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: keeping safe, drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. At LMPS, we use the Jigsaw and mindful approach to PSHE for our pupils. This brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development.

CULTURAL CAPITAL

At LMPS, we ensure that our curriculum reflects the school's local context by addressing typical gaps in pupil's knowledge. We strive to address social disadvantage by providing a wide range of opportunity and experiences for all of our pupils. The table below details some, not all of the opportunities available to our pupils.

	<u>AUTUMN</u>	<u>SPRING</u>	<u>SUMMER</u>
EYFS	<ul style="list-style-type: none"> • Fire brigade and police visit • Live theatre visit – Pantomime – to the largest cultural hub outside of London. • Harvest Drive – Poole Foodbank • Christmas Stay & Play 	<ul style="list-style-type: none"> • RSPB Bird Watch • Life Education Van • Lytchett Library Visit • Village Exploration • Chinese New Year Stay & Play • Mother's Day Stay & Play • World Book Day 	<ul style="list-style-type: none"> • Farm visit • Village Exploration • Creative Arts Week • Father's Day Stay & Play • Manor Mile
YEAR 1	<ul style="list-style-type: none"> • Live theatre visit – Pantomime – to the largest cultural hub outside of London. • Harvest Drive – Poole Foodbank 	<ul style="list-style-type: none"> • Scaplin's Court Visitor to explore the history of toys. • Magnificent Meadows • RSPB Bird Watch • Life Education Van • Lytchett Library Visit • Able Maths Workshop • World Book Day 	<ul style="list-style-type: none"> • Indian Workshop • Sealife Centre – exploring life • Village Exploration – local village study • Creative Arts Week • Manor Mile
YEAR 2	<ul style="list-style-type: none"> • Fire Service visit to school – fire safety and burning of the Great Fire of London houses. • Live theatre visit – Pantomime – to the largest cultural hub outside of London. • Harvest Drive – Poole Foodbank 	<ul style="list-style-type: none"> • Chinese Dragon Performers • Chinese Cookery in school • Chinese New Year Day • RSPB Bird Watch • Life Education Van • Lytchett Library Visit • Able Maths Workshop • World Book Day 	<ul style="list-style-type: none"> • Avon Health Country Park • Exploring a local beach – coastal habitat study. • Creative Arts Week • Manor Mile
YEAR 3	<ul style="list-style-type: none"> • Live theatre visit – Pantomime – to the largest cultural hub outside of London. • Harvest Drive – Poole Foodbank • Stonehenge Educational Visit • Neolithic Workshops 	<ul style="list-style-type: none"> • RSPB Bird Watch • Life Education Van • Lytchett Library Visit • Child of Hope Workshop • World Book Day • Child of Hope 	<ul style="list-style-type: none"> • Winchester Museum - exploring forces. • RSPB – Habitats workshop • Whole School Production – Gainsford Theatre • Creative Arts Week • Manor Mile • Cricket Festival •
YEAR 4	<ul style="list-style-type: none"> • Leeson House • Live theatre visit – Pantomime – to the largest cultural hub outside of London. • Harvest Drive – Poole Foodbank 	<ul style="list-style-type: none"> • Ancient Egyptian Drama Day • Egyptian Exhibition for parents • RSPB Boat Trip • RSPB Bird Watch • Life Education Van • Lytchett Library Visit • World Book Day 	<ul style="list-style-type: none"> • Whole School Production – Gainsford Theatre • Creative Arts Week • Purbeck Young Artists Festival • Manor Mile • Cricket Festival
YEAR 5	<ul style="list-style-type: none"> • Star Gazing evening with parents • Greek Drama Day • Live theatre visit – Pantomime – to the largest cultural hub outside of London. • SusTrans – Community Project • Able Maths Workshop • Harvest Drive – Poole Foodbank 	<ul style="list-style-type: none"> • Life Education Van • Lytchett Library Visit • SusTrans – Community Project • World Book Day • Swimming Gala 	<ul style="list-style-type: none"> • Lulworth Cove & Durdle Door • Whole School Production – Gainsford Theatre • SusTrans – Community Project • Creative Arts Week – Exploring East African Arts • Manor Mile • 'Can Do' Water Sports Festival • Football Festival
YEAR 6	<ul style="list-style-type: none"> • Victorian Drama Day • Victorian Exhibition for parents • Live theatre visit – Pantomime – to the largest cultural hub outside of London. • Able Maths Workshop • Harvest Drive – Poole Foodbank • Able Writers Workshop • Cross Country Events 	<ul style="list-style-type: none"> • Life Education Van • Lytchett Library Visit • Monarch Madness Workshop with Rev. Partridge • World Book Day • National Shakespeare Week • Cross Country Events • Swimming Gala 	<ul style="list-style-type: none"> • PGL – Isle of Wight • Whole School Production – Gainsford Theatre • Creative Arts Week • Year 6 Swim Safe Day • Manor Mile • 'Can Do' Water Sports Festival • Netball, Rugby & Football Festivals

LMPS LONG TERM CURRIULUM MAP 2021-22

What is on offer for Early Years Foundation Stage?

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
EYFS	My World Starting school My new class New Beginnings My family PSED focus Relationships Feelings What am I good at? To draw a simple map (Map of classroom/home/local area)	Changes all Around Season Changes to materials Wellie walk Bonfire night celebrations The Nativity Christmas Lists Letters to Father Christmas	Superheroes Chinese New Year To recall key information about a historical event. (Moon landing. Neil Armstrong. Tim Peak.) To find out about significant figures who have been to space and begin to understand that some events happened before they were born. (Moon landing. Neil Armstrong.)	Amazing Animals Animals around the world. Farm animals/trip. Where do we live in the UK / world? Early map skills	Growing The great outdoors Plants & Flowers Planting beans/seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle What lives in our pond? Life cycles	Imagine That Where in the world shall we go? To understand that things happened in the past. (dinosaurs) Fossils To talk about a local historical figure from the past and what they did. (Mary Anning) Reduce, Reuse & Recycle
Key Vocabulary	<i>Senses, unique, individual, feelings, emotions, special, happy, positive, sad, unhappy, worried, fearful, loved, excited, angry, calm, peaceful.</i>	<i>Seasons, summer, winter, autumn, spring, deciduous, evergreen, decomposition, vibrant, colour, change.</i>	<i>Hero, healthy, hygiene, plaque, pedestrian, physical activity, occupation. Space, travel, rocket, satellite, space station</i>	<i>Animals, wild, pet, farm, herbivore, carnivore, omnivore, nocturnal, habitat.</i>	<i>Grow, height, length, measure, seed, soil, plant</i>	<i>Dinosaur, fossil, palaeontologist, herbivore, carnivore, omnivore Space, planets, asteroid, comet, star, supernova, satellite, space station, Pirate, telescope, cannon,</i>
Personal, Social and Emotional Development (PSED)	<u>SCARF: Me and My Relationships</u> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings. Handwashing Class charter: Behavioural expectations in the class/boundaries set	<u>SCARF: Valuing Difference</u> I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on	<u>SCARF: Keeping myself safe</u> What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe Oral hygiene: teeth cleaning linked to the dental nurse Healthy eating: Fruit kebabs/making a fruit smoothie SMART rules	<u>SCARF: Rights and responsibilities</u> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2) Taking care of animals (frogs)	<u>SCARF: Being my best</u> Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)	<u>SCARF: Growing and changing</u> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys Transition into Year 1 Year 1 readiness

Physical Development (PD) Gross Motor	<ul style="list-style-type: none"> To be able to move confidently in different ways. To know and revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. To be able to listen to instructions and know how to stay safe in PE lessons. To know and be able to travel and balance in different ways, returning to defined space. To be able to move on the spot and around with some awareness of others To be able to experiment with wide range of small equipment learning some degree of control. To be able to name basic tools and explain their safe use in P.E. 	<ul style="list-style-type: none"> To be able to balance and coordinate. safely. To be able to negotiate space effectively. To be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. To be able to experiment with and develop increasingly complex ways of travelling. To be able to define own space without visible boundaries. To know how to use high apparatus safely. To be able to experiment with wider range of equipment and use with more control. 	<ul style="list-style-type: none"> To be able to Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, To be able to perform a single skills or movement with simple control. To know and be able to discuss some of the changes that occur during exercise. To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time. 	<ul style="list-style-type: none"> To be able to use gymnastics on apparatus to balance, climb & swing. To be able to link at least 2 movements together when performing a small range of skills. To be able to work sensibly with others, taking turns and sharing whilst comparing movements and skills with others. To be able to use equipment properly and move and land safely. To be able to work in a team collaborating and problem solving. (Outdoor area) 	<ul style="list-style-type: none"> To know and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. (Fielding, striking, tennis cricket) To know and consolidate travelling and balancing skills through building sequences. To be able to experiment with direction and be able to change direction and speed whilst maintaining personal space. To know what constitutes a healthy lifestyle. To be able to use large and small apparatus safely and with some skill. 	<ul style="list-style-type: none"> To know how to participate in sporting events. To know and participate in different athletic races and events. To be able to show good agility, balance and coordination. To be able to run throw and jump. To be able to use a sequence of movements with some changes in level, direction or speed To be able to combine different movements with ease and fluency. To know and use relevant vocabulary when observing changes in self and others when exercising.
Physical Development (PD) Fine Motor	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills.</p> <p>Draw lines and circles using gross motor movements.</p> <p>Hold pencil/paint brush beyond whole hand grasp pencil grip and use a dominant hand.</p> <p>Develop muscle tone to put pencil pressure on paper.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Use tools to effect changes to materials.</p> <p>To know how to make anticlockwise movement and retrace vertical lines.</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Encourage children to draw freely. Holding Small Items / Button Clothing / zips</p> <p>Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities .</p> <p>Hold pencil effectively with comfortable grip.</p> <p>To form recognisable letters most correctly formed.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually.</p> <p>Use one hand consistently for fine motor tasks.</p> <p>Cut along a straight line with scissors.</p> <p>Start to cut along a curved line, like a circle</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly Cut a shape out using scissors.</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture.</p> <p>Draw pictures that are recognizable.</p> <p>Build things with smaller linking blocks, such as Duplo or Lego.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Art & Design (EAD)</p>	<ul style="list-style-type: none"> To use colour to portray emotions To use ICT to photograph faces and emotions. . To use shapes to create a self=portrait. Role Play: Home corner – children to provide a picture of their family and have displayed. To join in with and remember the words to a range of songs. To explore sounds and how they can be changed, tapping out of simple rhythms. To listen to music and talk about how it makes them feel. To build stories around toys (small world) use available props to support role play To build models using construction equipment for a purpose and talk about their models. (Large/small blocks) 	<ul style="list-style-type: none"> To use different patterns and shapes to create pictures. (Diva Lamps (Diwali); Rangoli Art, Bonfire pictures, Christmas decorations) To explore colour mixing. To use natural objects to print and create pictures. (Leaf printing, observational drawings of leaves) To remember the words to a range of songs. (The Nativity) To perform songs and movement to an audience.(The Nativity) To use familiar stories in role play. To use different techniques for joining materials when constructing. (Construction station – masking tape, glue) Role Play: Home Corner – children involved in additions. Percy the Park Keeper family. To weigh out and combine ingredients. (D&T Baking Christmas Cookies) 	<ul style="list-style-type: none"> To use different techniques for joining materials when constructing. (Additions: Split pins, selotape) To look at the work of a famous artist and produce a piece of art work using an artists style as a stimulus (Jackson Pollock splatter) To use shapes to create a portraits of others. (People who help us) To listen to music and think about how it makes them want to move. To explore how the pitch of a sound can be changed. Role Play: Begin deconstructed with enhancement boxes, focusing on People Who Help Us. To use a range of resources to create own props to aid role play. To use familiar stories in role play. 	<ul style="list-style-type: none"> To recognise, create and describe pattern. To make patterns using different colours (Animal patterns) To combine media to make a collage To use different materials and textures. To use different techniques for joining materials when constructing. (Additions: treasury tags) Role Play: deconstructed with enhancement boxes, focusing on Safari and Africa, animal lookouts To use a range of resources to create own props to aid role play. To use familiar stories to influence their own in role play. To explore and create a wheel mechanism. (D&T making a Safari/Farm vehicle.) 	<ul style="list-style-type: none"> To use different techniques for joining materials when constructing.(Construction station – split pins, selotape, masking tape, treasury tags, glue) To plan and evaluate a construction model, using a range of materials. To look at the work of a famous artist and produce a piece of art work using an artists style as a stimulus (Vincent Van Gogh – Sunflowers) To use resources to create observational drawings.(Sunflower/plants - observational drawing) To use real life objects to create painting and prints. (Printing/painting using food) To listen to a piece of music and create movements to it. (Movement of a butterfly) Role Play: deconstructed with enhancement boxes – growing. To use a range of resources to create own props to aid role play. 	<ul style="list-style-type: none"> To use different techniques for joining materials when constructing. To plan and evaluate a construction model, using a range of materials. To be confident in using colour mixing to create work. Role Play: deconstructed with enhancement boxes – themed to topic of children’s interests To use a range of resources to create own props to aid role play. To use clay to mould a sculpture. (D&T clay fossil model)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge & Understanding of the World (KUW) RE SCIENCE HISTORY GEOGRAPHY</p>	<ul style="list-style-type: none"> To identify their family. To comment on photos of their family; naming who they can see and of what relation they are to them. (Family Tree) To name and describe people who are familiar to them. Show interest in the lives of other people who are familiar to me To recognise that people have different beliefs and celebrate special times in different ways To talk about what they do with their family and places they have been with their family. To identify similarities and make comparisons between other families. To begin to show an interest in different occupations and ways of life To ask questions about aspects of my familiar world such as the place where I live or the natural world (Wellie Walk) To know there are different countries in the world (Explore World Map/Globe. Black History Month) To explore life in Africa and compare with their own (Black History Month - Handa) 	<ul style="list-style-type: none"> To understand the effects of changing seasons on the world around me To talk about the changes they observe in their environment and use all their senses to explore these – Seasons link. (Autumn/Percy) To ask questions about the natural world (Autumn Walk) To start to develop an understanding of growth, decay and changes over time To explore changes of state. (Snow/ice) To compare and contrast character from stories, including figures from the past (Guy Fawkes) To talk about significant events in my own experience (Christmas) To compare events that happen to them compared to the past. To develop understanding of the past through pictures. (Christmas in the past – Peebo Story) To talk about some similarities and differences between celebrations in different cultures (look at different celebrations e.g. Bonfire Night, Diwali, etc.) 	<ul style="list-style-type: none"> To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fighters/postman/ shop assistant etc). (Visits from PWHU– fire service, school nurse, dentist) To understand the importance of keeping our teeth clean and healthy. (Dentist/dental hygiene) To understand and talk about what foods help keep our body healthy. (Nurse, D&T Baking – healthy snack) To understand the importance of road safety. To recognise that people have different beliefs and explore these (Chinese New Year) To recall key information about a historical event. (Moon landing. Neil Armstrong. Tim Peak.) To find out about significant figures who have been to space and begin to understand that some events happened before they were born. (Moon landing. Neil Armstrong.) 	<ul style="list-style-type: none"> To identify different habitats animals live in. To talk about they have observed about different animals. To talk about what different animals need to survive. To look at Great Britain and Africa on a World Map. To explore symbols and a key on a simple map. To create a simple map using symbols. (Farm) To explore and create a wheel mechanism. (D&T making a Safari/Farm vehicle.) To talk about key features of religious celebrations. (Easter) 	<ul style="list-style-type: none"> To identify and sort thing that are living and things that are not. To identify things that grow. To talk about how they have changed since a baby. To make observations about the life cycle of a butterfly. (Hands on experience – Caterpillar kit) To understand the key features of the life cycle of a butterfly and o frog and talk about how they change. To talk about what a plant needs to grow. To identify the steps needed to plant a seed. (Hands on experience – planting a seed and helping a plant to grow) To understand where different food comes from. To talk about where food grows. 	<ul style="list-style-type: none"> To understand that things happened in the past. (dinosaurs) To talk about a local historical figure from the past and what they did. (Mary Anning) To explore changes of state. (Solid to liquid) To explore our solar system and space travel. To explore different materials and their properties. (Making Pirate ship) To explore which materials sink/float. (Making Pirate ship) To explore which materials are waterproof. (Making Pirate ship) To draw information from a simple map and use symbols to create their own. (Pirates) I can talk about ways in which I can look after the environment.

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What is on offer for Key Stage 1?

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
YEAR 1	<p style="text-align: center;">OURSELVES</p> <p>Basic study of the human body.</p> <p style="text-align: center;">Family Tree</p> <p>Explore the senses and how they link with seasonal changes.</p>	<p style="text-align: center;">INDIA</p> <p>Study of India. World maps, continents location of India, using atlases & globes.</p> <p style="text-align: center;">Virtual fieldwork.</p> <p style="text-align: center;">D&T: Cookery</p>	<p style="text-align: center;">TOY STORY</p> <p>Changes within living memory. History of toys in own locality.</p> <p style="text-align: center;">D&T: Moving Toys (RECALL: Moving parts & mechanisms)</p>	<p style="text-align: center;">ROYALS [Queen Victoria]</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life.</p> <p style="text-align: center;">RECALL & SECURE: London – Capital City</p>	<p style="text-align: center;">UNDER THE SEA</p> <p>Name and locate world's oceans and animals. ECO - Sustainability</p> <p style="text-align: center;">Underwater plants – RECALL PLANTS</p> <p style="text-align: center;">EV: Oceanarium</p> <p style="text-align: center;">D&T: Moving Pictures (RECALL: Moving parts & mechanisms)</p>	<p style="text-align: center;">PIRATES & SMUGGLERS</p> <p>GEOGRAPHY: Local study fieldwork Name & locate areas in & around UK. Pre-teach: Yr4 Leeson and Rivers & Yr5 Coasts</p> <p style="text-align: center;">HISTORY: Significant history in our locality – Harry Pay</p>
SCIENCE Yr1 Scientific Enquiry: Maths	<p style="text-align: center;">THE BODY</p> <p>Basic study of the human body.</p>	<p style="text-align: center;">EVERYDAY MATERIALS:</p> <p>Name, distinguish and describe properties.</p>	<p style="text-align: center;">SEASONAL CHANGES:</p> <p>Study of the seasons MATHS LINK – time, months etc.</p>	<p style="text-align: center;">PLANTS **</p> <p>Common wild and garden plants, basic structure of varied plants and trees.</p>	<p style="text-align: center;">ANIMALS INCLUDING HUMANS:</p> <p>Identify & name a variety of common animals, bird, amphibians & reptiles.</p>	<p style="text-align: center;">EVERYDAY MATERIALS:</p> <p>Floating & Sinking</p>
YEAR 2	<p style="text-align: center;">FIRE FIRE</p> <p>Events beyond living memory that are significant nationally or globally [the Great Fire of London].</p> <p style="text-align: center;">D&T: Cooking – Bread Making D&T: Design & Make - House</p> <p style="text-align: center;">RECALL & SECURE: London – Capital City</p>	<p style="text-align: center;">SUPER HEROES</p> <p>[Florence Nightingale, Lowery & Black History Month] The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p style="text-align: center;">ENTER THE DRAGON</p> <p>Compare local area to a non-European country – China. Chinese new year.</p> <p style="text-align: center;">D&T: Moving Parts – Dragon RECALL Yr1 & Pre-teach KS2: Vocabulary relating to human and physical Geography.</p>	<p style="text-align: center;">JOURNEYS</p> <p>Name & locate the world's seven continents and five oceans. Compass directions. Fieldwork within local area Map journey of Titanic</p> <p style="text-align: center;">Pre-Teach: Begin the chronologically secure knowledge of World History in prep for KS2 History Curriculum – timeline from the Big Bang. (Titanic)</p>	<p style="text-align: center;">MAGNIFICENT MINIBEASTS ON SAFARI</p> <p style="text-align: center;">D&T: Textiles – Hand Puppets (RECALL: flaps and mechanisms. 3D and 2D shapes. Working with different types of material and tools)</p> <p style="text-align: center;">Educational Visit</p>	<p style="text-align: center;">SEASIDE HOLIDAYS</p> <p>Significant historical events, people and places in their own locality.</p> <p style="text-align: center;">Pre-Teach: Begin the chronologically secure knowledge of British History in prep for KS2 History Curriculum.</p>
SCIENCE Yr2 Scientific Enquiry: Maths	<p style="text-align: center;">USE OF EVERYDAY MATERIALS:</p> <p>Identify & compare uses and suitability of materials, squishing, bending, twisting materials</p> <p style="text-align: center;">RECALL: Seasonal Changes (across year)</p>	<p style="text-align: center;">ANIMALS INCLUDING HUMANS:</p> <p>Offspring, basic needs for survival, importance of exercise. link to Life Ed Bus</p>	<p style="text-align: center;">WORKING SCIENTIFICALLY</p> <p style="text-align: center;">Pre-teach: Explore electricity (YR4) and forces (YR3)</p>	<p style="text-align: center;">LIVING THINGS & THEIR HABITATS:</p> <p>Comparison, habitats, basic needs and foods for animals.</p>	<p style="text-align: center;">PLANTS **</p> <p>Observe & describe how seeds and bulbs grow. Growing needs & conditions.</p>	

LMPS LONG TERM CURRIULUM MAP 2021-22

What is on offer for KEY STAGE 2 (KS2)?

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
YEAR 3	TIME TEAM! New STONE AGE, BRONZE AGE Life & IRON AGE STONEHENGE FIELDWORK – Human & physical geography. Interpret migration map. Make comparisons. EV = Stonehenge D&T: Design & Make – Stone Age Roundhouse Pre-Teach: Chronologically secure knowledge of British History – timeline recall		LOCATION, LOCATION (Geographical study of England/Italy ----- Geographical study of East Africa) Place& locational knowledge. Location & characteristics of a range of the world’s most significant human & physical features. Pre-Teach: Locate: Continents, Italy, Egypt, Greece, for rapid recall in Yr 4,5&6. Italy = Focus Country & geographical study including weather/climate & culture. Wonders of the World may be located across the world map...) D&T: Cooking – Foods around the world		CIRCLE OF LIFE Plants, including parts, lifecycle and requirements for life.	MARVELLOUS MAPS Geographical skills and fieldwork. Using fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. D&T: Mechanisms Pre-Teach: Chronologically secure knowledge of World History in prep for KS2 History Curriculum – timeline recall
SCIENCE Yr3 Scientific Enquiry: Maths	ROCKS: Fossilisation & classification of rocks.	LIGHT: Light & Shadows, reflection, protecting your eyes.	ANIMALS INCLUDING HUMANS Nutrition, skeletons, muscles for support.	FORCES & MAGNETS: Comparing forces on varied surfaces, between objects, magnetic properties EV – Winchester Museum RECALL: Exploration from Yr2	PLANTS: Plants, lifecycle & pollination, requirements for growth & water transportation within plants. Pre-Teach: Comparison of plants in a rainforest in prep for Yr4 RAINFORESTS	
YEAR 4	THE GLADIATOR The Romans The Roman Empire & it’s impact on Britain. Soldiers, army, battles. Study of a region in Europe – Rome Virtual Fieldwork, maps, orienteering RECALL & EMBED: Chronologically secure knowledge of British History – timeline D&T: Textiles – Money Containers – inspired by Roman Arts		WALK LIKE AN EGYPTIAN Achievements of the earliest civilizations – Depth of study of Ancient Egypt. Gods, religion, impact on culture and belief. Historical trade links, distribution of natural sources. Geography skills - map reading, flags, and capital cities. (RECALL KS1/Yr3). RECALL & EMBED: Chronologically secure knowledge of World History – timeline	RIVERS Physical and human geography. Locational knowledge. Mapwork. Link to Egyptians and how we/they use rivers. EMBED: OS map reading Pre-teach: Coasts Year 5 Art: Water Colour	RAINFORESTS Locational. Knowledge: North & South America, environmental regions. Map Work. Deforestation, human impact on the environment – ECO. How rainforests have changed over time. Virtual fieldwork RECALL & EMBED: human & physical characteristics through locational & place knowledge. Leeson House – Fieldwork, maps, orienteering & Scientific Studies. The water cycle. RECALL & EMBED – Plants Art: Pierre Maxo	
SCIENCE Yr4 Scientific Enquiry: Maths	FOOD, GLORIOUS FOOD ANIMALS INCLUDING HUMANS: Digestive systems. Teeth.	STATES OF MATTER: Comparing groups of materials, solids, liquids or gasses. Observe changes.	SOUND: Sounds as vibrations, how sounds are made, pitch, volumes.	ELECTRICITY: Electricity (circuits & conductors). RECALL: Exploration from Yr2	LIVING THINGS & THEIR HABITATS Classification & how environment can impact living things. Food chains.	
YEAR 5	GROOVY GREEKS Study of Ancient Greece. Greek life and achievements and their influence on the Western world. Olympic Games – PE link. Greek Day. RECALL & EMBED: Chronologically secure knowledge of World History – timeline	SPACED OUT! Earth, Sun & Moon, Gravity. Star Gazing Evening. D&T: CAM Toys (RECALL: materials, tools & mechanisms)	INVADERS & SETTLERS From Roman Britain to Anglo Saxon Britain. From Anglo Saxons, Scots Britain to Viking Britain. Edward the Confessor. Geography: Migration RECALL & EMBED: Chronologically secure knowledge of British History – timeline migration from Year 3	BLUE PLANET ECO: Dangers to our environment, global warnings and education. D&T: Textiles/Designing & Making Shoes from recycled materials.	ST LUCIA Human & physical geography, map work, locational & place knowledge. Virtual fieldwork Local and global artist study. RECALL: continents, oceans. RECALL: Art & design techniques KS1 & LKS2.	COASTS Fieldwork Study , Orienteering & Maps Human and physical geography. EMBED: The water cycle and Rivers (Yr4) D&T: Cookery (RECALL: basic principles of healthy diet) Jurassic Coast - Lulworth Cove EV
SCIENCE Yr5 Scientific Enquiry: Maths	FORCES: Gravity, air/water resistance, motion & mechanical devices. RECALL: YR3 FORCES & MAGNETS	EARTH & SPACE: Earth, Sun & Moon, Gravity RECALL: YR3 LIGHT	PROPERTIES & CHANGES OF MATERIALS: Classification, dissolving & solutions.	PROPERTIES & CHANGES OF MATERIALS: Reversible & irreversible changes. Working Scientifically Focus	LIVING THINGS & THEIR HABITATS: Lifecycles of plants, insects, birds, reproduction in plants and animals.	ANIMALS INCLUDING HUMANS: Changes that develop with old age – Sex Ed Link.
YEAR 6	VICTORIANS & THE INDUSTRIAL REVOLUTION Significant turning point post 1066 in UK History. Geography: land use RECALL & SECURE: Chronologically secure knowledge of British History – timeline. D&T: Designing & Making Structural Investigation: Victorian Suspension Bridges		Monarch Madness History of the Church of England. Significant individuals in history. Tudor History RECALL & SECURE: Chronologically secure knowledge of World History in prep for KS2 History Curriculum – timeline. D&T: Cookery – Tudor Bake Off & Costings		NATURAL DISASTERS Human and physical geography. Human impact. Place knowledge. Earthquake and volcanic activity map reading. Virtual Fieldwork.	TRANSITION PGL WEYMOUTH CONTRAST Transition, moving on and up to secondary education. D&T: Textiles – Production Link
SCIENCE Yr6 Scientific Enquiry: Maths	ELECTRICITY: Investigating brightness, volume etc, compare functions of components. RECALL: Year 4	LIGHT: Light travels, shadows, the eye. RECALL: YR3 LIGHT RECALL: Earth & Space Yr5	LIVING THINGS & THEIR HABITATS: Classification including microorganisms, plants & animals.	ANIMALS INCLUDING HUMANS: Circulatory system, drugs & alcohol – link to Life Ed Bus	EVOLUTION & INHERITANCE: Fossils, adaptation. RECALL: Yr3 Rocks	EVOLUTION & INHERITANCE: Lifecycles of plants & animals, Offspring – Sex Ed Link RECALL: YR3/4 PLANTS

E-Safety Curriculum

Today’s children and young people are growing up in a digital world. As they grow older, it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and other’s online behaviour, developing effective strategies for staying safe and making a positive contribution online. Online safety is a whole school issue and the following objectives aim to ensure that our children have the tools to be empowered, build resilience and effects positive culture change during their digital lives.

<p>EYFS: <i>Using Technology Safely and Respectfully:</i></p> <ul style="list-style-type: none"> I can recognise that information can stay online and could be copied. I can identify rules that help keep us safe and healthy in and beyond the home when using technology. <p><i>Keeping Personal Information Private:</i></p> <ul style="list-style-type: none"> I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with and can explain why I can trust them. <p><i>Online Bullying:</i></p> <ul style="list-style-type: none"> I can describe ways that some people can be unkind online and offer examples of how this can make others feel. I can talk about how someone can/would get help about being bullied online or offline. 	<p>Year 1: <i>Using Technology Safely and Respectfully:</i></p> <ul style="list-style-type: none"> I can explain how information put online about me can last for a long time. I can explain how other people’s identity online can be different to their identity in real life. I can explain why it is important to be considerate and kind to people online. I know who to talk to if I think someone has made a mistake about putting something online. I can explain rules to keep us safe when we are using technology both in and beyond the home and can give some simple examples. <p><i>Keeping Personal Information Private:</i></p> <ul style="list-style-type: none"> I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family’s names, where I go to school). I can describe what information I should not put online without asking a trusted adult first. <p><i>Online Bullying:</i></p> <ul style="list-style-type: none"> I can describe ways that some people can be unkind online and offer examples of how this can make others feel. I can talk about how someone can/would get help about being bullied online or offline. 	<p>Year 2: <i>Using Technology Safely and Respectfully:</i></p> <ul style="list-style-type: none"> I can describe ways in which people might make themselves look different online. I can explain simple guidance for using technology in different environments and settings and can say how those rules/guides can help me. I can describe how online information about me could be seen by others. <p><i>Keeping Personal Information Private:</i></p> <ul style="list-style-type: none"> I can recognise all examples of information that is personal to me (e.g. where I live, my family’s names, where I go to school). I can describe and explain some rules for keeping my information private. <p><i>Online Bullying:</i></p> <ul style="list-style-type: none"> I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can/would get help about being bullied online or offline. 	
<p>Year 3: <i>Using Technology Safely, Respectfully and Responsibly:</i></p> <ul style="list-style-type: none"> I can explain how I can represent myself in different ways online. I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). I can explain some risks of communicating online with others I don’t know well. I can explain why I should be careful who I trust online and what information I can trust them with. I can explain what it means to ‘know someone’ online and why this might be different from knowing someone in real life. I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. <p><i>Recognise Acceptable/Unacceptable Behaviour (including online bullying):</i></p> <ul style="list-style-type: none"> I can explain what bullying is and can describe how people may bully others. I can describe rules about how to behave online and how I follow them. <p><i>Reporting Concerns:</i></p> <ul style="list-style-type: none"> I can identify some simple ways to report concerns both in school and at home about online bullying or anything else that upsets, worries or concerns me. I can explain how to block and report abusive users. 	<p>Year 4: <i>Using Technology Safely, Respectfully and Responsibly:</i></p> <ul style="list-style-type: none"> I can explain how my online identity can be different to the identity I present in ‘real life’. Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. I can describe strategies for safe and fun experiences in a range of online social environments. I can explain what is meant by ‘trusting someone online’. I can explain why this is different from ‘liking someone online’. I can explain how using technology can distract me from other things I might do or should be doing. I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me limit this time. I can describe strategies for keeping my personal information private, depending on context. <p><i>Recognise Acceptable/Unacceptable Behaviour (including online bullying):</i></p> <ul style="list-style-type: none"> I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can identify some online technologies where bullying might take place. <p><i>Reporting Concerns:</i></p> <ul style="list-style-type: none"> I can identify a range of simple ways to report concerns both in school and at home about online bullying or anything else that upsets, worries or concerns me. I can explain how to block and report abusive users. 	<p>Year 5: <i>Using Technology Safely, Respectfully and Responsibly:</i></p> <ul style="list-style-type: none"> I can explain how identity online can be copied, modified or altered. I can demonstrate responsible choices about my online identity, depending on context. I can show I understand my responsibilities for the well-being of others in my online social group. I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. <p><i>Recognise Acceptable/Unacceptable Behaviour (including online bullying):</i></p> <ul style="list-style-type: none"> I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). I can recognise when someone is upset, hurt or angry online. <p><i>Reporting Concerns:</i></p> <ul style="list-style-type: none"> I can identify a range of ways to report concerns both in school and at home about online bullying or anything else that upsets, worries or concerns me. I can explain how to block and report abusive users. 	<p>Year 6: <i>Using Technology Safely, Respectfully and Responsibly:</i></p> <ul style="list-style-type: none"> I can give examples of how the internet and social media can be used for positive self-promotion. I can explain how people can curate and experiment with their identity online and the positives and negatives aspects of this. I can explain how impulsive and rash communications online may cause problems (e.g. gaming, content produced in live streaming). I can explain how and why people who I communicate with online may try to influence others negatively. I can assess and action different strategies to limit the impact of technology on my health (e.g. night- shift mode, regular breaks, correct posture, sleep, diet and exercise). I can explain the importance of self- regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). <p><i>Recognise Acceptable/Unacceptable Behaviour (including online bullying):</i></p> <ul style="list-style-type: none"> I can explain how I am developing an online reputation, which will allow other people to form an opinion of me. I can describe some simple ways that help build a positive online reputation. I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. <p><i>Reporting Concerns:</i></p> <ul style="list-style-type: none"> I can confidently identify a range of ways to report concerns both in school and at home about online bullying or anything else that upsets, worries or concerns me. I can explain how to block and report abusive users.

RE Curriculum overview 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Special people Christianity/Judaism	Christmas Christianity	Celebrations Hinduism	Easter Christianity	Stories Christianity, Islam, Hinduism, Sikhism	Special Places Christianity, Judaism, Islam
Year 1	Creation Story Christianity	Christmas Christianity	Jesus as a friend Christianity	Easter- Palm Sunday Christianity	Shabbat Judaism	Rosh Hashanah and Yom Kippur Judaism
Year 2	What did Jesus teach? Christianity	Christmas – Jesus as gift from God Christianity	Passover Judaism OR Prayer at home Islam	Easter – Resurrection Christianity	The Covenant Judaism OR Community and belonging Islam	Rites of passage and good works Judaism OR Hajj Islam
Year 3	Diwali Hinduism OR The Amrit Ceremony and the Khalsa Sikhism	Christmas Christianity	Jesus: Miracles Christianity	Easter – Forgiveness Christianity	Hindu Beliefs Hinduism OR Sharing and Community Sikhism	Pilgrimage to the River Ganges Hinduism OR Prayer and Worship Sikhism
Year 4	Beliefs and Practices Judaism OR Buddha’s Teachings Buddhism	Christmas Christianity	Passover Judaism OR The 8 fold path Buddhism	Easter Christianity	Rites of Passage Judaism	Prayer and Worship Christianity
Year 5	Belief into Action Sikhism OR Prayer and Worship Hinduism	Christmas Christianity	Beliefs and moral values Sikhism OR Hindu Beliefs Hinduism	Easter Christianity	Prayer and Worship Sikhism OR Beliefs and moral values Hinduism	Beliefs and Practices Christianity
Year 6	Beliefs and Practices Islam	Christmas Christianity	Beliefs and Meaning Christianity	Easter Christianity	Beliefs and moral values Islam	

YEAR 1 CURRICULUM OVERVIEW

<p>READING INTO WRITING TEXTS/FILM:</p> <p>AUTUMN:</p> <ul style="list-style-type: none"> Owl Babies (<i>Martin Waddell</i>) Handa's Surprise (<i>Eileen Brown</i>) Handa's Hen (<i>Eileen Brown</i>) I want my hat back (<i>Jon Klassen</i>) Jim & the Beanstalk (<i>Raymond Briggs</i>) Rupenzel – (<i>Bethan Woolwin</i>) Traditional Tales The Bear & the Hare (<i>FILM</i>) John Lewis Advert <p>Class Readers: A range of Fairy Tales</p> <p>SPRING: Coming Soon!</p> <p>SUMMER: Coming Soon!</p>	<p>Design & Technology</p> <p>Work Confidently with: their own experiences and knowledge of current products. Different materials, cutting and sticking. A good understanding of basic hygiene and safety. Discussing their likes and dislikes of a product. Understands what technology is and that it is used for different purposes. Understand simple mechanisms, how they work. Know where basic foods come from. Know how to operate simple equipment.</p> <p>Have experience: a range of different products for different purposes, such as books containing moving parts and mechanisms, foods from around the world, modern toys. Making cards for special occasions, such as Mother's Day.</p> <p>Introduce: Designing and making a product for themselves or others. Generate original ideas based on existing knowledge and communicate these. Plan by suggesting what to do next. Select from a range of tools, materials and components. Follow procedures for hygiene and safety. Explore construction kits. Explore how to make a product better. Select and use technology. Use simple mechanisms. Food product combinations, produce originality – farmed, grown or caught. Name and sort foods. Cutting, peeling & grating to prepare simple meals.</p> <p>Context: Through stories, historical and modern toys, Diwali festival of light; designing and making their own lamp. Moving pictures and mechanisms of books within Greenfingers & Under the Sea.</p>	<p>SCIENCE</p> <p>Biology</p> <ul style="list-style-type: none"> Identify basic plants. Identify basic plants (roots, leaves, flowers, etc...) Identify and compare common animals. Identify and name basic body parts. <p>Chemistry</p> <ul style="list-style-type: none"> Distinguish between objects and materials. Identify and name common materials. Describe simple properties of some materials. Compare and classify materials. <p>Physics</p> <ul style="list-style-type: none"> Observe weather associated with changes of season. Light 	<p>COMPUTING</p> <ul style="list-style-type: none"> To understand that an algorithm is a set of instructions To understand that a program can be controlled by inputting instructions. To break down a process into simple, clear steps to create a simple algorithm. To debug their programs. To predict how their program will work. To discuss common uses of information technology beyond school. To begin to use technology purposefully to create, organise, store, manipulate and retrieve digital content. To discuss how to use technology safely and respectfully. To understand that personal information must be kept private. To discuss what to do if you are concerned about anything regarding your use of computers.
<p>HISTORY</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] http://www.bbc.co.uk/schools/primaryhistory/famouspeople/christopher_columbus/ Significant historical events, people and places in their own locality. 	<p>GEOGRAPHY</p> <p>Work confidently with: Large scale street maps and large scale. Ordnance Survey maps (1:1250. 1:2500), aerial photographs, games with maps and globes.</p> <p>Have experience: of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases.</p> <p>Introduce: simple grids, four cardinal points, basic digital mapping tools, zoom function of digital maps.</p> <ul style="list-style-type: none"> Name & locate the four countries and capital cities of the UK using atlases and globes. Name & locate the surrounding seas of the UK. Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas around the world. (Equator/Poles) Use basic geographical vocabulary to refer to local & familiar features. Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. Key human features including city, town, village, factory, farm, house, office, port, harbor and shop. Use the 4 compass directions and locational language, simple vocabulary such as near, far, left, right etc. World maps, atlases & globes. <p>Context: focus on the local scale— home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story.</p>	<p>ART & DESIGN</p> <p>To use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> To try out tools and techniques and apply these to materials and processes. To be taught about materials and processes used in making art, craft and design. To design and make art images. To investigate the possibilities of a range of materials and processes. To explore ideas. To use drawing, painting and sculpture to share ideas, experiences and imagination To record from first hand observation. To represent observations, ideas and design and make artefacts. To explore ideas. To record from experience. To review what they and others have done and say what they think and feel about it. To create an image. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space. To be taught about visual and tactile elements, including colour, pattern, texture, line, tone and space. To try out tools and techniques and apply these to materials and processes. To explore ideas. To be taught visual and tactile elements and shape. To explore colour. To explore different effects that can be created with different media. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and linking to their own work. To be taught about the similarities and differences in the work of artists, crafts people and designers in different times and cultures. To explore ideas. To create pieces of work in the style of the artist. To be taught about materials and processes used in making art. 	
<p>MFL</p> <p style="text-align: center;">Non-Statutory in Year 1</p>	<p>MUSIC</p> <p>Follow a leader when singing. Sing songs with an accompaniment. Begin to sing with attention to phrasing and breathe appropriately. Sing with attention to dynamics. Play instruments at the right time. Play percussion instruments with increasing accuracy. Play a drone to a steady beat. Use instruments to compose with guidance. Begin to listen to and respond to one another. Listen to and identify sounds and ideas. Create simple question and answer phrases on tuned percussion. Play games that require longer phrases of improvisation. Begin to compose 3 note melodies to a given stimulus. Compose rhythmic phrases to words and play or sing from memory.</p>	<p>P.E</p> <ul style="list-style-type: none"> Use different ways of moving Adjust speed or use change of direction to avoid obstacles Travels with confidence on balancing equipment Jumps off an object and lands effectively Develop fundamental movements (running, jumping, throwing, catching, balance agility and co-ordination) To participate in team games To develop basic skills for different sports To perform a dance using simple movement patterns Begin to show control over a range of objects 	<p>PSHE:</p> <p>Autumn 1- SCARF- Me and My Relationships Autumn 2- SCARF-Valuing Differences Spring 1- SCARF- Keeping Myself Safe Spring 2 - SCARF- Rights and Responsibilities Summer 1- SCARF- Being My Best Summer 2- SCARF- Growing and Changing</p> <p>RE: Lytchett Matravers Primary School follows the 'Discovery RE' scheme of work. Please see the RE curriculum map below.</p>

YEAR 2 CURRICULUM OVERVIEW

<p>READING INTO WRITING TEXTS/FILM:</p> <p>AUTUMN:</p> <ul style="list-style-type: none"> • Goldilocks and the Three Bears (Lauren Child) • Me and You (Anthony Browne) • Goldilocks and Just the One Bear' (Leigh Hodgkinson) • Clock Tower (FILM) • Lila & the Secret Rain (David Conway) • The Hunter (Paul Geraghty) • Lost & Found (Oliver Jeffers) • The Dark (Lemony Snicket & Jon Klassen) • Monty the Penguin (FILM) <p>Class Readers: Classic Traditional Fairy Tales</p> <p>SPRING: Coming Soon!</p> <p>SUMMER: Coming Soon!</p>	<p>Design & Technology</p> <p>Work Confidently with: Designing and making a product for themselves or others. Generate original ideas based on existing knowledge and communicate these. Plan by suggesting what to do next. Select from a range of tools, materials and components. Follow procedures for hygiene and safety. Explore construction kits. Explore how to make a product better. Select and use technology. Use simple mechanisms. Food product combinations, produce originality – farmed, grown or caught. Name and sort foods. Cutting, peeling & grating to prepare simple meals.</p> <p>Have experience of: a range of different products for different purposes, such as modern puppets and toys with flaps and mechanisms. 3D and 2D shapes. Working with different types of material and tools.</p> <p>Introduce: Stating what products they are designing and making and able to describe what they are used for. How products are suitable for intended users. Use a simple success criteria to develop their ideas and generate ideas by drawing. Use materials and components and explain their choices. Assemble, join and combine materials and components. Use a success criteria to make choices and judgments about their products. Talk and write about how to make their products better. How free standing structures can made stronger, stiffer and more stable. Recognise how 3D shapes can be assembled from two identical fabric shapes. Prepare food hygienically without using a heat source using techniques such as; cutting, peeling and grating.</p> <p>Context: Through stories, industry and the working with wider environment. Chinese New year: designing and making a dragon. Developing structures with journeys. Creating and sewing puppets with Magnificent mini beasts. Exploring food and how it is prepared through seaside holidays.</p>	<p>SCIENCE</p> <p>Biology</p> <ul style="list-style-type: none"> • Differentiate living, dead and non-living. • Growing plants (water, light, warmth) • Basic need of animals and offspring. • Simple food chains and habitat. <p>Chemistry</p> <ul style="list-style-type: none"> • Identify and compare uses of different materials. • Compare how things move on different surfaces. <p>Physics</p> <ul style="list-style-type: none"> • Sound 	<p>COMPUTING</p> <ul style="list-style-type: none"> - To have a clear understanding of algorithms as sequences of instructions. - To convert simple algorithms into programs. - To spot and debug errors in their programs. - To use logical reasoning to make predictions of what their program will do. - To understand the various ways information technology can be used both in and out of school. - To use technology purposefully to create, organise, store, manipulate and retrieve digital content. - To explain how to use technology safely and respectfully. - To understand what information to share and what to keep private. - To identify where to go for help and support when you have concerns about content or contact on the internet or other online technologies
<p>HISTORY</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their own locality. 	<p>GEOGRAPHY</p> <p>Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500), aerial photographs, games with maps and globes.</p> <p>Have experience: of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases.</p> <p>Introduce: simple grids, four cardinal points, basic digital mapping tools, zoom function of digital maps.</p> <ul style="list-style-type: none"> • Name & locate world's continents and oceans, revisit the UK & seas/oceans from Yr1. • Name & locate the world's seven continents and five oceans. • Compare local area to a non-European country – use maps, atlases & globes to identify the UK and its countries as well as the countries, continents and oceans – study of CHINA. • Understand geographical similarities & differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. HENGISTBURY HEAD EV. <p>Context: focus on the local scale— home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story.</p>	<p>ART & DESIGN</p> <p>To use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> • To try out tools and techniques and apply these to materials and processes. • To be taught about materials and processes uses in making art, craft and design. • To design and make art images. • To investigate the possibilities of a range of materials and processes. • To explore ideas. <p>To use drawing, painting and sculpture to share ideas, experiences and imagination</p> <ul style="list-style-type: none"> • To record from first hand observation. • To represent observations, ideas and design and make artefacts. • To explore ideas. • To record from experience. • To review what they and others have done and say what they think and feel about it. • To create an image. <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space.</p> <ul style="list-style-type: none"> • To be taught about visual and tactile elements, including colour, pattern, texture, line, tone and space. • To try out tools and techniques and apply these to materials and processes. • To explore ideas. • To be taught visual and tactile elements and shape. • To explore colour. • To explore different effects that can be created with different media. <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and linking to their own work.</p> <ul style="list-style-type: none"> • To be taught about the similarities and differences in the work of artists, crafts people and designers in different times and cultures. • To explore ideas. • To create pieces of work in the style of the artist. • To be taught about materials and processes used in making art. 	
<p>MFL</p> <ul style="list-style-type: none"> - Listen to and join in with simple rhymes and songs - Learn basic greetings - Find out about the lives of people/children in France and make simple comparisons - Begin to learn and remember basic vocabulary - Play simple games to develop listening skills - Develop confidence to speak within the class 	<p>MUSIC</p> <p>Sing songs with accuracy. Sing with attention to dynamics. Sing partner songs and rounds. Use voice to explore improvisation with guidance.</p> <p>Play percussion instruments with increasing accuracy. Play a simple 3 note ostinato or melody. Play a simple song from memory. Begin to play a wind instrument eg recorder or ocarina.</p> <p>Listen to and identify sounds and ideas with attention to the dimensions of learning. Listen and respond to each other.</p> <p>Improvise a melody using pentatonic scale to fit above a drone.</p> <p>Create question and answer phrases on tuned percussion.</p> <p>Compose three note melodies on tuned percussion and record these ideas. Compose ostinatos to well-known songs.</p>	<p>P.E</p> <ul style="list-style-type: none"> • To master basic movements (running, jumping, throwing, catching, balance, agility and co-ordination) • To begin to apply these basic movements in a range of sports • To develop simple tactics for attacking and defending in team games • Become increasingly competent in a wide range of sports both team and individual • To perform dances using simple movement patterns 	<p>PSHE:</p> <p>Autumn 1- SCARF- Me and My Relationships Autumn 2- SCARF-Valuing Differences Spring 1- SCARF- Keeping Myself Safe Spring 2 - SCARF- Rights and Responsibilities Summer 1- SCARF- Being My Best Summer 2- SCARF- Growing and Changing</p> <p>RE: Lytchett Matravers Primary School follows the 'Discovery RE' scheme of work. Please see the RE curriculum map below.</p>

YEAR 3 CURRICULUM OVERVIEW

<p>READING INTO WRITING TEXTS/FILM:</p> <p>AUTUMN:</p> <ul style="list-style-type: none"> In To The Forest (Antony Brown) The Lost Happy Endings (Antony Brown) Jesse Owens Ug (Raymond Briggs) Stone Age Boy (Satoshi Kitamura) Sprout Boy (FILM) <p>Class Readers: Fantastic Mr Fox The Twits</p> <p>SPRING: Coming Soon!</p> <p>SUMMER: Coming Soon!</p>	<p>Design & Technology</p> <p>Work Confidently with: Stating what products they are designing and making and able to describe what they are used for. Discuss how products are suitable for intended users. Use a simple success criteria to develop their ideas and generate ideas by drawing. Use materials and components and explain their choices of material. Assemble, join and combine materials and components. Use a success criteria to make choices and judgments about their products. Talk and write about how to make their products better. Show an interest in toys with flaps, buttons, and mechanisms and can operate them successfully. How free standing structures can made stronger, stiffer and more stable. Recognise how 3D shapes can be assembled from two identical fabric shapes. Prepare food hygienically without using a heat source using techniques such as; cutting, peeling and grating.</p> <p>Have experience: a range of different products for different purposes, such as toys with different fastenings and mechanisms. Foods from around the world. Some technical vocabulary. Products controlled by electrical circuits. A range of materials and tools.</p> <p>Introduce: Discuss and describe the purpose of the products. Indicate the design features of their product. Develop their own success criteria. Model ideas using prototypes. Use annotated diagrams and some computer aided design packages to develop and communicate ideas. Explain their choices, giving evidence. Select materials and components suitable to the task. Measure, mark out, cut and shape materials and components with some accuracy. Consider the views of others including intended users to influence their product. Investigate and analyse how well their product has been designed and made; why materials have been chosen, what methods of construction were used, how well the products worked. Materials have functional and aesthetic qualities. Linkages to create movement. Know that simple electrical circuits and components can be used to create functional products. Use technical vocabulary. Recognise regional and international food. Prepare sweet and savory food using mixing, spreading, kneading and baking. Recognise that a healthy diet is made up of a variety of balanced foods and drinks.</p> <p>Context: Within a range of contexts, such as home, school, leisure and industry. Explore foods of the world within Location, Location and Time Team. Designing and making fun fair rides with linkages and electrical circuits for movement. Making toys with flaps and buttons through the circle of life.</p>	<p>SCIENCE</p> <p>Biology</p> <ul style="list-style-type: none"> Plants, including parts, lifecycle and requirements for life Animals, skeletons & nutrition <p>Chemistry</p> <ul style="list-style-type: none"> Classification of rock types Simple understanding of fossilisation <p>Physics</p> <ul style="list-style-type: none"> Sources of light; shadows and reflections Simple forces, including magnetism 	<p>COMPUTING</p> <ul style="list-style-type: none"> To create an algorithm and write a simple program To debug simple programs and recognise common types of bug in software. To use various forms on input/output. To understand the physical hardware connections necessary for computer networks to work. To understand some features of internet protocols.
<p>HISTORY</p> <p>New Stone Age Bronze Age Life</p> <p>Iron Age (Maiden Castle)</p>	<p>GEOGRAPHY</p> <p>Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500), aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500 and 1:10 000, 4-figure coordinates.</p> <p>Have experience: of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.</p> <p>Introduce: what 6-figure Grid References mean, 8 cardinal points, greater independence in using digital mapping tools.</p> <ul style="list-style-type: none"> Locate world's countries focusing on Europe & the Americas – focus on their key physical & human features. Study a contrasting region of the UK (NOT a local area) CITY – London. Understand geographical similarities & differences. Use 8 points of the compass, symbols & keys. Describe & understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links... Use fieldwork to observe, measure & record. STONEHENGE EV – link to History. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <p>Context: a range of places in the wider locality and in contrasting localities, fieldwork in the wider locality.</p>	<p>ART & DESIGN</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> To question and make thoughtful observations about starting points and select ideas to use in their work. To record from feeling, experience and imagination. To collect visual and other information to help them develop ideas, including using a sketchbook. Record from first hand observations To work on their own and collaborate with others. To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg, pencils, charcoal, clay and paint) To look at space, shape and form. To be taught about visual and tactile elements including colour, pattern, texture, line and tone, shape, form and space and how these elements can be combined and organised for different purposes. To apply their experiences of materials and processes to develop their control of tools and techniques. To use a variety of methods and approaches to communicate observations, ideas and feelings to create an image from this. To use a variety of methods and approaches to communicate observations, ideas and feelings to design and make images and artifacts. To use a range of materials and processes including ICT. <p>To know about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> To be taught about the roles and purposes of artists, craftspeople and designers working in different times and cultures. To have knowledge of other artists. To investigate and combine visual and tactile qualities to the purpose of the work. To investigate art, craft and design in a variety of genres, styles and traditions. 	
<p>MFL</p> <ul style="list-style-type: none"> Listen to and join in with simple songs and rhymes Write simple words and short phrases Listen to stories and join in with familiar or repeated phrases Speak with increasing confidence and with some accuracy in pronunciation Begin to construct simple sentences using familiar words and phrases Respond to simple questions with a suitable answer 	<p>MUSIC</p> <p>Sing songs with greater accuracy from low A-C. Begin to sing songs unaccompanied and in tune. Begin to perform songs with attention to dynamics and phrasing.</p> <p>Begin to copy back patterns and create own on tuned percussion. Play a variety of instruments and begin to use them creatively. Begin to play confidently as an individual. Begin to play as an ensemble. Express and begin to justify ideas and opinions about music heard or performed. Begin to identify different instruments heard. Begin to comment on composer's intention with reference to the dimensions of music.</p> <p>Improvise with musical awareness of style, tempo & timing. Begin to identify improvisation within live and recorded music.</p> <p>Begin to compose to a given structure. Compose in a variety of groupings. Begin to use various methods of notation.</p>	<p>P.E</p> <ul style="list-style-type: none"> To begin to use running, jumping, throwing and catching in isolation and in combination To play competitive games, modified where necessary To begin to use attacking and defending principles in a specific sport To develop flexibility and control in gymnastic, dance and athletics To perform dances using varied movement patterns To swim 10-15m using their own stroke effectively (front crawl, backstroke, breaststroke) 	<p>PSHE:</p> <p>Autumn 1- SCARF- Me and My Relationships Autumn 2- SCARF-Valuing Differences Spring 1- SCARF- Keeping Myself Safe Spring 2 - SCARF- Rights and Responsibilities Summer 1- SCARF- Being My Best Summer 2- SCARF- Growing and Changing</p> <hr/> <p>RE: Lytchett Matravers Primary School follows the 'Discovery RE' scheme of work. Please see the RE curriculum map below.</p>

YEAR 4 CURRICULUM OVERVIEW

<p>READING INTO WRITING TEXTS/FILM:</p> <p>AUTUMN:</p> <ul style="list-style-type: none"> The Boy Who Grew Dragons (Andy Shepherd) The Dragon Slayer (FILM) <p>Class Reader: How to Train A Dragon (Cressida Cowell)</p> <ul style="list-style-type: none"> Rosa Parkes The Alchemist's Letter (FILM) WW2 Poetry The Greatest Gift (FILM) <p>Class Reader: Friend or Foe (Michael Morpurgo)</p> <p>SPRING: Coming Soon!</p> <p>SUMMER: Coming Soon!</p>	<p>Design & Technology:</p> <p>Work Confidently with: Discuss and describe the purpose of the products. Indicate the design features of their product. Develop their own success criteria. Model ideas using prototypes. Use annotated diagrams and some computer aided design packages to develop and communicate ideas. Explain their choices, giving evidence. Selects materials and components suitable to the task. Measures, marks out, cuts and shapes materials and components with some accuracy. Consider the views of others including intended users to influence their product. Investigate and analyse how well their product has been designed and made; why materials have been chosen, what methods of construction were used, how well the products worked. Materials have functional and aesthetic qualities. Linkages to create movement. Know that simple electrical circuits and components can be used to create functional products. Beginning to use technical vocabulary. Recognise regional and international food. Prepare sweet and savory food using mixing, spreading, kneading and baking. Recognise that a healthy diet is made up of a variety of balanced foods and drink.</p> <p>Have experience: a range of different products for different purposes, such as modern purses, and electrical circuits. A variety of food products and ingredients both sweet and savoury. Finishing techniques and how they are applied to everyday products.</p> <p>Introduce: Gather information about the wants or needs of individuals or groups. Develop their own success criteria and use this to inform their ideas. Model using prototypes and pattern pieces. Creating realistic ideas with a focus on the needs of the user. Making design decisions with availability of resources in mind. Use a wide range of materials including electrical and food ingredients. Apply finishing techniques to products. Use their design criteria to evaluate to improve a completed task. Analyse how well their product has been designed and made have they achieved their purpose. Recognise successful inventors, designers, chefs and engineers who have been influential in the design and technology industry. Recognise that materials can be combined and mixed. Know that mechanical and electrical systems have input, process and output. Know that a single fabric shape can be used to make a 3D textile product. Recognise a range of fresh, pre-cooked and processed foods. Recognise that a healthy diet is made up of a variety of balanced foods and drink. Know that to be active and healthy, food is needed for energy for the body. Context: within a range of contexts, such as home, school, leisure, culture and industry. Design and make money purses with The Gladiator. Design and make an Egyptian mask through walk like an Egyptian.</p>	<p>SCIENCE</p> <p>Biology</p> <ul style="list-style-type: none"> Classify living things Digestive systems and Teeth Food chains <p>Chemistry</p> <ul style="list-style-type: none"> Changes of State The Water Cycle <p>Physics</p> <ul style="list-style-type: none"> Sound as vibrations Electricity; simple circuits and conductors 	<p>COMPUTING</p> <ul style="list-style-type: none"> To design and write simple programs To debug computer programs. To use and understand variables. To use selection and repetition to develop a game. To understand different forms of input and output e.g. sensors, switches, motors, lights and speakers. To understand the importance of user interface, considering input and output. To understand some of the risks in using the internet. To understand some technical aspects of how the internet makes the web possible.
<p>HISTORY</p> <p>Roman Invasion (Britain)</p> <p>Roman Empire Life AD 42 (Dorchester)</p> <p>Ancient Egypt</p>	<p>GEOGRAPHY</p> <p>Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500), aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500 and 1:10 000, 4-figure coordinates.</p> <p>Have experience: of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.</p> <p>Introduce: what 6-figure Grid References mean, 8 cardinal points, greater independence in using digital mapping tools.</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (NOT a local area) Study a region in a European country. – ROME, ITALY – history link. Understand geographical similarities and differences through the study of human and physical geography of a region of NORTH OR SOUTH AMERICA – BRAZIL & RAINFORESTS. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Use 8 points of the compass, symbols & keys. Describe & understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links etc. Understand the water cycle. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. LEESON HOUSE – WORTH MATRAVERS STUDY EV. <p>Context: a range of places in the wider locality and in contrasting localities, fieldwork in the wider locality.</p>	<p>ART & DESIGN</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> To question and make thoughtful observations about starting points and select ideas to use in their work. To record from feeling, experience and imagination. To collect visual and other information to help them develop ideas, including using a sketchbook. Record from first hand observations To work on their own and collaborate with others. <p>To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg, pencils, charcoal, clay and paint)</p> <ul style="list-style-type: none"> To look at space, shape and form. To be taught about visual and tactile elements including colour, pattern, texture, line and tone, shape, form and space and how these elements can be combined and organised for different purposes. To apply their experiences of materials and processes to develop their control of tools and techniques. To use a variety of methods and approaches to communicate observations, ideas and feelings to create an image from this. To use a variety of methods and approaches to communicate observations, ideas and feelings to design and make images and artifacts. To use a range of materials and processes including ICT. <p>To know about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> To be taught about the roles and purposes of artists, craftspeople and designers working in different times and cultures. To have knowledge of other artists. To investigate and combine visual and tactile qualities to the purpose of the work. To investigate art, craft and design in a variety of genres, styles and traditions. 	
<p>MFL</p> <ul style="list-style-type: none"> Describe things and actions using simple sentence starters Add a simple adjective to describe a noun e.g. colour Join in actively with songs, rhymes and stories Broaden vocabulary and understand new words that are introduced Begin to understand and show awareness of masculine, feminine and neuter forms in written format. Develop pronunciation and intonation so that others can identify words and phrases that are being spoken. 	<p>MUSIC</p> <p>Sing songs with greater accuracy from low A – D. Sing songs unaccompanied and in tune. Begin to perform songs with attention to dynamics, phrasing and tempo.</p> <p>Copy back patterns and create own on tuned percussion. Play a variety of instruments accurately and creatively. Play confidently as an individual. Play as an ensemble. Take up tuition on an instrument. Express and justify ideas and opinions about music heard or performed. Identify different instruments. Comment on composer's intention with reference to the dimensions of music. Improvise with musical awareness of style, tempo & timing. Begin to identify improvisation within live and recorded music. Compose to a given structure. Compose in a variety of groupings. Use various methods of notation, including staff notation. Compose using the dimensions of music at an appropriate level.</p>	<p>P.E</p> <ul style="list-style-type: none"> To develop running, jumping, throwing and catching in isolation and in combination To apply attacking and defending principles in a specific sport To demonstrate flexibility and control in Gymnastics, dance and athletics Compare performances with previous ones to achieve personal bests To begin to perform dances both individually and as a group To swim 10-15m using recognised strokes effectively (front crawl, backstroke, breaststroke) 	<p>PSHE:</p> <p>Autumn 1- SCARF- Me and My Relationships Autumn 2- SCARF-Valuing Differences Spring 1- SCARF- Keeping Myself Safe Spring 2 - SCARF- Rights and Responsibilities Summer 1- SCARF- Being My Best Summer 2- SCARF- Growing and Changing</p> <p>RE: Lytchett Matravers Primary School follows the 'Discovery RE' scheme of work. Please see the RE curriculum map below.</p>

YEAR 5 CURRICULUM OVERVIEW

<p>READING INTO WRITING TEXTS/FILM:</p> <p>AUTUMN:</p> <ul style="list-style-type: none"> The Lighthouse (FILM) Hidden Figures (Margot Lee Shetterly) The life of Martin Luther King Sunset (Harold Monro) Coming Home (Micheal Morpugo) <p>Class Readers: Letters from the Lighthouse (Emma Carroll) & Kenzuke's Kingdom (Micheal Morpugo)</p> <p>SPRING: Coming Soon!</p> <p>SUMMER: Coming Soon!</p>	<p>Design & Technology</p> <p>Work Confidently with: Gather information about the wants or needs of individuals or groups. Develop their own success criteria and use this to inform their ideas. Model using prototypes and pattern pieces. Creating realistic ideas with a focus on the needs of the user. Making design decisions with availability of resources in mind. Use a wide range of materials including electrical and food ingredients. Apply finishing techniques to products. Use their design criteria to evaluate to improve a completed task. Analyse how well their product has been designed and made have they achieved their purpose. Recognise successful inventors, designers, chefs and engineers who have been influential in the design and technology industries. Recognise that materials can be combined and mixed to combine more useful characteristics. Know that mechanical and electrical systems have input, process and output. Know that a single fabric shape can be used to make a 3D textile product. Recognise a range of fresh, pre-cooked and processed foods. Recognise that a healthy diet is made up of a variety of balanced foods and drinks. Knows that to be active and healthy food is needed for energy for the body.</p> <p>Have experience: a range of different products for different purposes, such as toys with moving components and linkages. Computer programming techniques. Planning and making process using a design brief. Food and splitting produce into food groups.</p> <p>Introduce: Carry out research and interviews of intended users to find out their wants, needs and preferences. Make design decisions with availability of resources in mind. Generate innovative ideas based on their prior research. Formulate a step by step plan for the designing and making process. Accurately apply several finishing techniques including those from art and design sessions. Critically evaluate the quality of the design, manufacture and fit for purpose of the product. Investigate who designed the products, where were they made, when products were designed and made; whether products can be reused or recycled. Use a range of technical vocabulary to discuss their product. More complex computer and electrical programming to control their product. Make strong, stiff shell structures for a purpose. Begin to understand that seasons and weather effect food availability. Know that different foods contain substances that are needed for health e.g. water, vitamins, fibre and nutrients. Begin to understand how food is processed into ingredients that can be used in cooking or eaten.</p> <p>Context: within a range of contexts, such as home, school, leisure, culture and industry. Design and make a pair of shoes through The Groovy Greeks. Create models of the Solar system with Spaced out. Design and make com toys with moving components through Viking Struggles.</p>	<p>SCIENCE</p> <p>Biology</p> <ul style="list-style-type: none"> Life Cycles of plants & animals Describe changes as humans develop & mature <p>Chemistry</p> <ul style="list-style-type: none"> Classify materials according to a variety of properties Understand mixtures & solutions Know about reversible changes; identify irreversible changes <p>Physics</p> <ul style="list-style-type: none"> Understand location and interaction of Sun, Earth & Moon Introduce gravity, resistance & mechanical forces. 	<p>COMPUTING</p> <ul style="list-style-type: none"> To design and create a computer program for a computer game. To detect and correct errors in their program. To make changes to improve their game. To understand the need for private information to be encrypted and how this works on the web. To encrypt and decrypt simple ciphers. To develop awareness of computer generated art. To experiment with tools available to refine and develop their work. To develop research skills to decide what information is appropriate. To question the plausibility and quality of information. To develop their understanding of e-safety and responsible use of the internet.
<p>HISTORY</p> <p>Invaders and Settlers</p> <p>Anglo-Saxons</p> <p>Viking Struggles (Wareham)</p> <p>Ancient Greece</p>	<p>GEOGRAPHY</p> <p>Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500); aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000. 1:50 000 4 and 6-figure coordinates.</p> <p>Have experience: of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates</p> <p>Introduce: what 6 figure Grid References mean and how to calculate them.</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of a European country – ATHENS, GREECE – history link. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. LULWORTH COVE EV - COASTS Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. LULWORTH COVE <p>Context: a range of places at different scales and with different themes, fieldwork in the wider and distant locality.</p>	<p>ART & DESIGN</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> To question and make thoughtful observations about starting points and select ideas to use in their work. To record from feeling, experience and imagination. To collect visual and other information to help them develop ideas, including using a sketchbook. Record from first hand observations To work on their own and collaborate with others. To apply their experience of materials and processes including drawing, developing control of tools and techniques. <p>To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg, pencils, charcoal, clay and paint)</p> <ul style="list-style-type: none"> To look at space, shape and form. To be taught about visual and tactile elements including colour, pattern, texture, line and tone, shape, form and space and how these elements can be combined and organised for different purposes. To apply their experiences of materials and processes to develop their control of tools and techniques. To use a variety of methods and approaches to communicate observations, ideas and feelings to create an image from this. To use a variety of methods and approaches to communicate observations, ideas and feelings to design and make images and artifacts. To use a range of materials and processes including ICT. To know about great artists, architects and designers in history. To be taught about the roles and purposes of artists, craftspeople and designers working in different times and cultures. To have knowledge of other artists. To investigate and combine visual and tactile qualities to the purpose of the work. To investigate art, craft and design in a variety of genres, styles and traditions. 	
<p>MFL</p> <ul style="list-style-type: none"> Use a dictionary to find vocabulary including word gender. Read and begin to understand written text Speak in sentences using familiar vocabulary, phrases and basic language structure Engage in conversations. Ask and respond to questions Share and present ideas orally to their peers and younger year groups. Identify and use the masculine, feminine and neuter forms and begin to apply these in simple sentences. Begin to use high frequency verbs to build sentences. Use and apply basic grammar to sentences. Write phrases and sentences from memory. 	<p>MUSIC</p> <p>Begin to use voices to compose melodies and explore effects. Begin to sing songs in two-part harmony. Perform songs with attention to dynamics, phrasing, articulation and tempo.</p> <p>Take up tuition on an instrument. Use instruments learned in tuition in class lessons. Play confidently as an individual and as an ensemble. Begin to play in simple harmony.</p> <p>Express and justify ideas and opinions about music heard or performed. Identify different instruments and begin to identify different timbres. Comment on composer's intention with reference to the dimensions of music.</p> <p>Improvise with awareness of musical dimensions. Identify improvisation within live and recorded music. Eg Jazz.</p> <p>Compose to a given musical structure eg ABA. Begin to read and record using staff notation. Use various methods of notation confidently and clearly. Compose using the dimensions of music at an appropriate level.</p>	<p>P.E</p> <ul style="list-style-type: none"> To begin to show running, jumping, throwing and catching in a range of sports both team and individual To begin to use rules in competitive games modified where appropriate To develop attacking and defending principles in a wide range of sports To begin to show strength, flexibility and control in gymnastics, dance and athletics To swim 25m+ confidently and effectively using a recognised stroke (front crawl, backstroke, breaststroke) Compare performances with previous ones and recognise improvements to achieve personal bests To take part in outdoor and adventurous activity both individually and within a team (eg orienteering) To demonstrate strength, flexibility and control in gymnastics, dance and athletics To perform dances using a wide range of movements individually and as a group. 	<p>PSHE:</p> <p>Autumn 1- SCARF- Me and My Relationships</p> <p>Autumn 2- SCARF-Valuing Differences</p> <p>Spring 1- SCARF- Keeping Myself Safe</p> <p>Spring 2 - SCARF- Rights and Responsibilities</p> <p>Summer 1- SCARF- Being My Best</p> <p>Summer 2- SCARF- Growing and Changing</p> <p>RE: Lytchett Matravers Primary School follows the 'Discovery RE' scheme of work. Please see the RE curriculum map below.</p>

YEAR 6 CURRICULUM OVERVIEW

<p>READING INTO WRITING TEXTS/FILM: AUTUMN:</p> <ul style="list-style-type: none"> • Wildboy (Rob Lloyd Jones) • Greatest Showman Extracts/Poetry • Little Freak (FILM) • Nelson Mandela • WW1 Poetry • The Piano (FILM) • Journey (Aaron Becke) • Quest (Aaron Becke) • Return (Aaron Becke) • The Girl with Ink and Stars (Kiran Millwood Hargrave) • The Christmas Truce (FILM) • Beyond the Lines (FILM) <p>Class Readers: Ned’s Circus of Marvels (Justin Fisher). War Novel</p> <p>SPRING: Coming Soon!</p> <p>SUMMER: Coming Soon!</p>	<p>Design & Technology</p> <p>Work Confidently with: Carry out research and interviews of intended users to find out their wants, needs and preferences. Make design decisions with availability of resources in mind. Generate innovative ideas based on their prior research.</p> <p>Formulate a step by step plan for the designing and making process. Accurately apply several finishing techniques including those from art and design sessions. Critically evaluate the quality of the design, manufacture and fit for purpose of the product. Investigate who designed the products, where they were made, when products were designed and made; whether products can be reused or recycled. Use a range of technical vocabulary to discuss their product. More complex computer and electrical programming to control their product. Make strong, stiff shell structures for a purpose. Begin to understand that seasons and weather effect food availability. Know that different foods contain substances that are needed for health e.g. water, vitamins, fibre and nutrients. Begin to understand how food is processed into ingredients that can be used in cooking or eaten.</p> <p>Have experience: a range of different products for different purposes, such as modern and traditional toys with moving parts and components. Electrical circuits to control products. A range of technical vocabulary. Preparing and making sweet and savoury dishes according to a recipe.</p> <p>Introduce: Carry out research using various web resources. Use annotated sketches, cross sectional drawings, diagrams and some computer aided design packages to develop and communicate ideas. Generate innovative ideas based on their prior research. Begin to combine ideas from various sources. Make design decisions based on cost, time and resource constraints. Begin to plan costings using a spread sheet. Use techniques that involve resourcefulness, resilience and innovation when trying to solve a problem during the process of making. Explain next steps in their learning drawing on their prior experience. Evaluate their ideas and products against their original design specification. Consider cost and sustainability. Recognise successful inventors, designers, chefs and engineers who have been influential in the design and technology industries. Use learning from other subjects and sources to design and make products that work and discuss how they have used this knowledge in the planning process. Use more complex computer and electrical programming to control their product and evaluate the effectiveness of this. Adapt recipes by adding or substituting one or more ingredients. Know that recipes can be adapted to change the taste, texture, aroma and appearance.</p> <p>Context: within a range of contexts, such as home, school, leisure, culture, enterprise and industry. Designing and making traditional Victorian Toys through the Industrial Revolution. Building a boat structure with natural disasters. Designing and building a free standing structure and make simple food dishes as a part of survival week with Transformers.</p>	<p>SCIENCE</p> <p>Biology</p> <ul style="list-style-type: none"> • Classification, including micro-organisms • Health & Lifestyles, incl. circulatory system • Evolution & Adaption <p>Physics</p> <ul style="list-style-type: none"> • Light and shadows, the eye • Forces, including gravity • Electricity: investigating circuits 	<p>COMPUTING</p> <ul style="list-style-type: none"> - To design, write and debug programs that accomplish specific goals - To control and simulate physical systems. - To solve problems by decomposing them into smaller parts (Debug) - To develop an awareness of smartphones and tablets. - To evaluate competing products - To develop the component tasks of a project and develop a timeline to track progress. - To identify the resources they'll need to accomplish a project. - To use web based research skills to source tools, content and other resources - To present their research findings - To address accessibility and inclusion issues. - To record their design decisions and the process they have followed. - To explain the importance of e-safety and how the internet can be used responsibly.
<p>HISTORY</p> <p>Significant turning point post 1066 in UK History - Industrial Revolution</p> <p>Early Islamic Civilisation Baghdad c AD 900</p>	<p>GEOGRAPHY</p> <p>Work confidently with: Large scale street maps and large scale. Ordnance Survey maps (1:1250. 1:2500); aerial photographs, oblique and bird’s eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500,1:10 000, 1:25 000. 1:50 000 4 and 6-figure coordinates.</p> <p>Have experience: of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates</p> <p>Introduce: what 6 figure Grid References mean and how to calculate them.</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. PGL ISLE OF WHITE EV – PARIS CONTRAST. • Study a region in a European country. – PARIS, FRANCE – link to MFL • 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). • NATURAL DISASTERS - describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. PGL EV <p>Context: a range of places at different scales and with different themes, fieldwork in the wider and distant locality.</p>	<p>ART & DESIGN</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> • To question and make thoughtful observations about starting points and select ideas to use in their work. • To record from feeling, experience and imagination. • To collect visual and other information to help them develop ideas, including using a sketchbook. • Record from first hand observations • To work on their own and collaborate with others. • To apply their experience of materials and processes including drawing, developing control of tools and techniques. <p>To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg. pencils, charcoal, clay and paint)</p> <ul style="list-style-type: none"> • To look at space, shape and form. • To be taught about visual and tactile elements including colour, pattern, texture, line and tone, shape, form and space and how these elements can be combined and organised for different purposes. • To apply their experiences of materials and processes to develop their control of tools and techniques. • To use a variety of methods and approaches to communicate observations, ideas and feelings to create an image from this. • To use a variety of methods and approaches to communicate observations, ideas and feelings to design and make images and artifacts. • To use a range of materials and processes including ICT. <p>To know about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> • To be taught about the roles and purposes of artists, craftspeople and designers working in different times and cultures. • To have knowledge of other artists. • To investigate and combine visual and tactile qualities to the purpose of the work. • To investigate art, craft and design in a variety of genres, styles and traditions. 	
<p>MFL</p> <ul style="list-style-type: none"> - Read carefully and show understanding of words, phrases and simple writing - Prepare and present ideas and information orally to a range of audiences. - Speak accurately in sentences using familiar vocabulary and phrases. - Develop accurate pronunciation and intonation - Use dictionaries to find vocabulary and check spelling, gender etc as well as to help read French text. - Use and apply basic grammar to sentences. - Understand the use of masculine, feminine and neuter forms and apply these more accurately both orally and in writing - Use high frequency verbs to build sentences (in the present tense) - Write sentences from memory to create a short piece of text. 	<p>MUSIC</p> <p>Use voices to compose melodies and explore effects. Sing songs in two-part harmony. Perform songs with attention to dynamics, phrasing, articulation and tempo.</p> <p>Play all percussion with correct technique and clear sound. Use instruments learned in tuition in class lessons. Play confidently as an individual and as an ensemble. Play in simple harmony. Listen to and identify different genres. Identify different instruments and identify different timbres. Comment on composer’s intention with reference to the dimensions of music.</p> <p>Improvise with awareness of musical dimensions and within different genres eg African drumming, samba, beat boxing. Identify improvisation within live and recorded music. Eg Jazz. Compose to a given musical structure eg ABA. Read and record using simple staff notation. Use various methods of notation confidently and clearly. Compose using the dimensions of music effectively at an appropriate level.</p>	<p>P.E</p> <ul style="list-style-type: none"> • To master running, jumping, throwing and catching in a range of sports both team and individual • To play competitive games modified where necessary, applying attacking and defending principles • To use rules to play competitive games, modified where necessary • To demonstrate strength, flexibility and control in gymnastics, dance and athletics • To swim 25m+ confidently using recognised strokes (front crawl, backstroke, breaststroke) • To perform a safe self-rescue in different water based situations • To take part in outdoor and adventurous activity challenges both individually and within a team • Compare performances and demonstrate improvements to achieve their personal best. 	<p>PSHE:</p> <p>Autumn 1- SCARF- Me and My Relationships Autumn 2- SCARF-Valuing Differences Spring 1- SCARF- Keeping Myself Safe Spring 2 - SCARF- Rights and Responsibilities Summer 1- SCARF- Being My Best Summer 2- SCARF- Growing and Changing</p> <hr/> <p>RE: Lytchett Matravers Primary School follows the ‘Discovery RE’ scheme of work. Please see the RE curriculum map below.</p>

