

St Mary's R.C. Primary School, Battersea

Curriculum Map

N.B English and Mathematics long term planning to follow the Primary National Curriculum programmes of study for each year group- adhering to national standards and statutory requirements and following LEA guidance. The teaching of English will be linked to other subject areas (e.g History, Science) where relevant and appropriate.

| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| Year 1 termly | <p>Geography-maps (link to rugby world cup)</p> <p>DT : food prep study – fruits and veg in season</p> <p>Art: Painting trees looking at different artists and styles. Focus on using colour and space for effect. Leaf and bark rubbing (linked to science)</p> | <p>Citizenship linked to science Caring for animals and the environment</p> <p>Art: Drawing our bodies (linked to science). Use drawing as a medium to develop and share ideas. Focus on using lines and known shapes to create.</p> | <p>Art and DT linked to science Art: Artist study – seasons. Looking at art work such as Katie and The Bathers and artists such as Monet, Van Gogh and Seurat. Use paint to involve experiences and imagination. Focus on using colour and space for effect.</p> | <p>History The lives of significant individuals in the past</p> <p>Art: Draw fruits and vegetables in season (linked to geography, science). Children to use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known geometric shapes to create. DT : food prep study – fruits and veg in season</p> | <p>Geography location knowledge / UK study inc geog skills and fieldwork. Battersea, London. PlanBee “Where do I live?”</p> <p>Art: Collage/painting of our city (linked to geography) Create using imagination. Incorporate known experiences or imagination.</p> | <p>Geography contrasting location</p> <p>Art: Making flowers and plants using different materials. Create using imagination. Develop and use a texture for effect.</p> |
| Science | Name and identify plants (linked to seasonal changes) | Animals and Body – identify (linked to seasonal changes) | Animals and body – describe (linked to seasonal changes) | Seasonal changes (Spring) | Everyday materials | Everyday Materials |

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| Music | Singing and rhyme songs. Learn national anthems? Learning about different types of instrument, and basic concepts of pitch and rhythm. | Performing songs. Playing basic instruments and reading and producing graphic scores, based on animals.(ME p14) | Introducing more complex ideas relating to combining rhythm and melody. Singing songs with greater range. | Embedding the key concepts of Pitch, Tempo, Texture, Timbre, Structure, Duration and Dynamics through mixed instrumental and vocal work. | Developing a whole class performance of a story, using instruments and songs. | Performance to Early Years of the performance. Basic introduction to musical notation and the recorder |
| RE | Domestic Church: Families Baptism- Belonging | Judaism: Abraham & Moses Advent/Christmas: Loving-Waiting | St. John Bosco Bicenentary Celebration 31 th January 2015 Local Church/Community: Special People Eucharist/Relating: Meals | Lent/Easter: Change | Pentecost/Serving: Holydays and Holydays Reconciliation: Being Sorry | Universal Church/World: Neighbours Other Faith/ Sikhism: Guru Nanak |
| Computing | Unit 1.3: We are painters Illustrating an eBook | Unit 1.1: We are treasure hunters. Using programmable toys. | Unit 1.2: We are TV chefs. Filming the steps of a recipe. | Unit 1.4: We are collectors. Filming images using the web. | Unit 1.5: We are storytellers. Producing a talking book | Unit 1.6: We are celebrating. Creating a card digitally |
| PE | Netball & Rugby Learning throwing, catching and agility skills. Introductions to the basic rules of game play. | Netball, Rugby, Dance Basic game play in rugby and netball and movements and rhythm in dance. | Football & Gymnastics Learning ball control, striking and dribbling in football and core body control and movement in | Football & Hockey Continuing skill development in football and introductions to game play. Basic control, striking and dribbling in hockey and then basic game play. | Cricket & Tennis Learn basic bowling, batting and fielding techniques in cricket. Ball control and ball striking in tennis | Cricket & Athletics Progress onto basic game play in cricket and running, throwing and jumping in athletics leading into sports day. |

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| | | | gymnastics. | | | |
| Year 2 | <p>History (whole term) changes beyond living memory with a focus on significant individuals: Florence Nightingale, Mary Seacole (BH), Grace Darling</p> <p>Art: FN lamps and portraits (links to History) Children to use a range of materials creatively to design and make products. Create and use a wide range of patterns and colours.</p> | <p>Citizenship Linked to history topic How can we make a difference to the ill/elderly in our area?</p> <p>Art: Drawing our bodies (links to Science) Children to refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines and known shapes to create.</p> | <p>History (whole term) Events beyond living memory that are significant nationally or globally. Great Fire of London inc Samuel Pepys</p> <p>Art: Drawing/painting living things and habitats (links to geography) Children to refine skills in painting and develop and share ideas. Children to use their own experiences or imagination. Focus on using colour and space for effect.</p> | <p>Art / DT Incorporated into history – design and build project: London Houses in 1666</p> <p>Art: Design and create collage of London Houses in 1666 (links to geography and history) Children to use a range of materials creatively to design and make products. Identify man-made and natural patterns. Choose for effect and purpose.</p> | <p>Geography UK study (seaside) inc geog skills and fieldwork. PlanBee“Around the World” Brief study of seven continents.</p> <p>Art: Trip to Tate Britain Artist study: Anthony Brown. Children to link their products to well-known artists. Examine a piece of work from a well-known artist and use it to create a success criterion. Then critically evaluate their work.</p> | <p>Geography contrasting location (south Africa) incorporating H and P geog.</p> <p>Art: Seaside scene (links to geography). Children to refine skills, combining their experiences and their imagination. Develop and use a texture for effect. Create visual texture using different marks.</p> |
| Science | Uses of everyday materials | Animals including humans DT- Healthy | Living things and habitats | Living things and habitats- DT- Making a bird house | Plants | Plants |

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| | | Eating-Making sandwiches and evaluating nutritional benefits | | or similar (depending on animal type, e.g. nocturnal) | | |
| Music | Introduction to the recorder. Learning the notes B,A and G. Learning to read those notes, and play simple tunes by ear. | Recorder. Developing good posture. Adding the low notes of E and D. Playing and reading those 5 notes. Singing. | Adding notes of high C and D. Reading now 7 notes and playing tunes. | Developing more nuances of playing, using the 7 elements of music. Playing in parts. Singing also in parts. | Working towards a class performance to year 1. Assessments of all students. | Solo performances, review of key concepts and note reading. Introduction to the violin. |
| RE | Domestic Church: Family- Beginnings Baptism: Signs and Symbols | Judaism: Shabbat Advent/Christmas: Loving- Preparing | St. John Bosco Bicentenary Celebration 31 th January 2015 Local Church/Community: Books Eucharist/Relating: Thanksgiving | Lent/Easter: Opportunities | Pentecost/Serving: Spread the Word Reconciliation: Rules | Universal Church/World: Treasures Other Faith/ Sikhism: Sikh daily life |
| Computing | Unit 2.1: We are astronauts. Programming on screen. | Unit 2.2: We are games testers. Exploring how computer games | Unit 2.3: We are photographers. Taking better photos. | Unit 2.4: We are researchers. Researching a topic | Unit 2.5: We are detectives. Collecting clues | Unit 2.6: We are zoologists. Collecting data about bugs. |
| PE | Netball & Rugby Learning throwing, catching and agility skills. Revise the basic | Netball, Rugby, Dance Basic game play in rugby and | Football & Gymnastics Learning ball control, striking and | Football & Hockey Continuing skill development in football and introductions to game | Cricket & Tennis Learn basic bowling, batting and fielding | Cricket & Athletics Progress onto basic game play in cricket and running, throwing and |

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| | rules of game play. | netball and movements and rhythm in dance. | dribbling in football and core body control and movement in gymnastics. | play. Basic control, striking and dribbling in hockey and then basic game play. | techniques in cricket. Ball control and ball striking in tennis | jumping in athletics leading into sports day. |
| Year 3 | History(over a term) Local history study through The Tudors Art and DT linked to history Art portraits VISIT. Introduce children to a wide range of artists. Children to develop their drawing skills using charcoal, pencils and sketching. They can incorporate previously learned techniques i.e. line, shape, colour and space. Evaluate their work and form their own opinion. Painting. Use paint to recap on previously learned techniques. DT Planning and Preparation for Tudor Feast | | History Changes in Britain from the Stone Age: Skara Brae Art: Animal and human drawings (link to science) Children to develop their drawing skills using sketching, pencil, charcoal, colour and space. Evaluate and analyse their work. | Geography Human and Physical Geography study Plan B “Countries of the world” Art: Light/dark- investigating the colour wheel, mixing shades and tints; The use of light in landscapes and portraits. Review and evaluate work. Make changes by painting over. | History A non – European society that provides contrast with Britain – Benin Art: Telling a story through pictures; Screen printing. Continuously refer back to artists, architects and designers in history for inspiration and comparison. | Geography European study Plan B Unit “Our European Neighbours” Art: Aboriginal art (links to geography). Plan, create and evaluate a product. Replicate work to gain understanding and improve technique and control. Continuously refer back to artists, architects and designers in history for inspiration or comparison. |
| Science | Forces and magnets | Rocks | Animals and Humans | Light | Plants | Plants |
| Music | Introduction to the violin (1). Playing on open strings. | Introduction to the violin (2). Working on | Some students taken out for small group violin. (Continuing | Students to develop and notate compositions involving recorder, violin | . Exploring non western music. (link with History) . | Developing whole class performances, using the small violin groups and |

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| | Developing good posture and bow hold. Learning Tudor song. | playing on the fingerboard, Simple tunes working toward a class performance. Using Tudor tune? | throughout the year)Other students developing instrumental work | and xylophones. (Pitch instruments). Singing regularly. Possible link with Geography study | African drumming, using new Djembe's, drone based music, and gamelan. Assessments | the whole class. Possible link to Geography by using EU national Anthem's? |
| RE | Domestic Church: Family- Homes Baptism: Promises | Judaism: Synagogue Advent/Christmas: Loving-Visitors | St. John Bosco Bicentenary Celebration 31 th January 2015 Local Church/Community: Journeys Eucharist/Relating: Listening & Sharing | Lent/Easter: Giving All | Pentecost/Serving: Energy Reconciliation: Choices | Universal Church/World: Special Places Other Faith/ Sikhism: Gurdwara, langa Amritsar |
| Computing | Unit 3.3: We are presenters. Videoing performance. | Unit 3.5: We are communicators. Communicating safety on the internet. | Unit 3.1: We are programmers. Programming an animation. | Unit 3.2: We are bug fixers. Finding and correcting bugs in programs. Begin Unit 3.4: We are network engineers. Exploring computer networks, including the internet. | Unit 3.4: We are network engineers (to complete from Spring 2). Exploring computer networks, including the internet. | Unit 3.6: We are opinion pollsters. Collecting and analysing data. |
| PE | Netball & Rugby Throwing, catching and agility skills. Game play and tactical | Netball, Rugby, Dance Game play in rugby and netball | Football & Gymnastics Ball control, striking and | Football & Hockey Continuing skill development in football and introductions to game | Cricket & Tennis Continue bowling, batting and fielding techniques in | Cricket & Athletics Game play in cricket and running, throwing and jumping in athletics |

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| | awareness. | and movements and rhythm in dance. | dribbling in football and core body control and movement in gymnastics. | play. Control, striking and dribbling in hockey and then game play. | cricket. Ball control and ball striking in tennis | leading into sports day. |
| Year 4 | <p>History The Roman Empire and its impact on Britain.</p> <p>Art: Plan, create and evaluate a painting using watercolours. Comment on the form, line, technique and other observations. Form and discuss opinions. Begin to create a sketch book of what they have discovered. Evaluate beginning to use artistic language.</p> | | <p>History The achievements of the earliest civilizations Ancient Egypt OR The Shang Dynasty of Ancient china</p> <p>Art: Children to develop their drawing skills: charcoal, pencils and sketching. Choose the appropriate techniques i.e. line, shape, colour and space. Introduce the concept of negative space. Refer to artists for inspiration or comparison.</p> | <p>History/Art</p> <p>Art: Egyptian artefacts – clay. Create visual texture using different tools. Children should comment on the form, line, technique and other observations. Children to use sketch book to plan their creations. Evaluate beginning to use artistic language.</p> <p>Art: Trip to Tate Britain</p> | <p>Geography/citizenship Human Geography PlanBee unit “Improving the Environment”</p> <p>Art/DT: Our local environment- Observational drawing; designing an improved local environment using assorted media</p> | <p>Geography Rainforests (South America)</p> <p>Climate zones, biomes and vegetation belts</p> <p>Comparisons of types of settlements</p> <p>Art: Habitats. Children to observe habitats and use different tools and techniques to create their paintings. Use watercolours to create habitats. Incorporate other materials into their creations. Form and discuss opinions. Evaluate using some artistic language.</p> |
| Science | States of matter | States of matter | Sound | Electricity DT unit linked to electricity (buzzer cards/quiz | Living things | Animals |

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| | | | | boards/lighthouses/torches etc) | | |
| Music | Introduction to the keyboard(1). Playing on white and black notes. Developing good posture and hand shape. | Introduction to the keyboard(2). Developing note reading, and ability to read from score. | Developing group compositions, to be notated and using keyboard, violin, recorder and pitched and unpitched percussion. | Introduction of Trinity Grade 1 Rock and Pop singing syllabus. Learning 3 songs and words. Incorporating pop music history. | Further work on songs and solo and small group performance. Selecting students to take the exam. | Review of the year. Embedding of 7 elements of Music and correct vocabulary, and reading of notation. |
| RE | Domestic Church: Family- People Baptism/Confirmation: Called | Judaism: Torah Advent/Christmas: Loving-Gift | St. John Bosco Bicentenary Celebration 31 th January 2015 Local Church: Community Eucharist/Relating: Giving & Receiving | Lent/Easter: Self-Discipline | Pentecost/Serving New Life Reconciliation: Building Bridges | Universal Church/ World: God's People Other Faith/ Sikhism: Guru Granth Sahib |
| Computing | <u>Unit 4.3: We are musicians.</u> Producing digital music. | <u>Unit 4.5: We are co-authors</u> Producing a wiki. | <u>Unit 4.1: We are software developers.</u> Developing a simple educational game. | <u>Unit 4.2: We are toy designers.</u> Prototyping an interactive toy. | <u>Unit 4.4: We are HTML editors.</u> Editing and writing HTML | <u>Unit 4.6: We are meteorologists.</u> Presenting the weather |
| PE | Netball & Rugby Learning more advanced throwing, catching and agility skills. Rules. Game | Netball, Rugby, Dance Game play and tactics in rugby and netball and | Football & Gymnastics Learning ball control, striking, dribbling and tactics in football and core body control and | Football & Hockey Continuing skill development in football and introductions to game play. Control, striking and | Cricket & Tennis Revising bowling, batting and fielding techniques in cricket. Ball control | Cricket & Athletics Progress onto game play in cricket and running, throwing and jumping in athletics |

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| | play. | movements and rhythm in dance. | movement in gymnastics. | dribbling in hockey and then game play. | and ball striking in tennis | leading into sports day. |
| Year 5 | <p>History Ancient Greece</p> <p>Art: Portraits and drawings of Greek gods using ink pen/ wash Children are to develop their drawing skills using charcoal, pencils or ink. Choose the appropriate focus i.e. line, shape, colour and space. Evaluate beginning to use artistic language.</p> | <p>Art Pottery – Greek Urns. Plan and create a sculpture using clay and paint. Refer to artists for inspiration and comparison. Evaluate using artistic language.</p> <p>DT Cooking modern day Greek food</p> | <p>History Local History Study: WW2 through Billy The Kid</p> <p>Art: Drawings and artefacts from African culture (links to geography) Children to use their drawing skills using pencils or paint. Children to create a sketch book to record, revisit and review their ideas.</p> | <p>History Britain’s settlement by Anglo Saxons and Scots or The Viking and Anglo Saxon struggle for the Kingdom of England</p> <p>Art: Light and dark (links to science). Children to experiment with shading and perspective to create form and texture. Use sketch book for planning and evaluate using artistic language.</p> <p>DT: Viking Longships</p> | <p>Geography Human and Physical Geography PlanBee topic “Extreme Earth”</p> <p>Art: Abstract collages. Children to choose from natural resources to create a product that reflects a chosen artist, architect or designer. Children to continuously refer back to artists, architects and designers in history for inspiration and comparison.</p> | <p>Geography Fair trade. Bananas in St Lucia See geography.org for free and commercial available packs on St Lucia with a geography focus</p> <p>Fair/unfair distribution of resources</p> <p>Art: Observational drawings. Children to use sketch books for planning. Children to use a range of materials such as pencil, charcoal, paint, and experiment with shading and perspective to create form and texture. Evaluate using artistic language.</p> |
| Science | Forces | Earth and Space | Animals / living things | Living things | Properties | Properties |
| Music | Focus on Music History, using class | Music History (cont). Classical | Music History (cont). Romantic | Music History (cont). 20 century period. Listening | Introduction of Trinity Grade 2 | Further work on songs and solo and small |

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| | performance. The renaissance and baroque. | period. Listening and playing. | period. Listening and playing. | and playing. | Rock and Pop singing syllabus. Learning 3 songs and words. Incorporating pop music history. Assesments. | group performance. Selecting students to take the exam. Review of years work. |
| RE | Domestic Church: Family- Ourselves Confirmation: Life Choices | Judaism: Passover Advent/Christmas: Loving- Hope | St. John Bosco Bicentenary Celebration 31 th January 2015 Local Church/Community: Mission Eucharist/Relating: Memorial Sacrifice | Lent/Easter: Sacrifice | Pentecost/Serving Transformation Reconciliation: Freedom and Responsibility | Universal Church: World: Stewardship Other Faith/ Sikhism: Baisakhi, The Khalsa, Mool Mantra |
| Computing | Unit 4.3: We are musicians. Producing digital music. | Unit 4.5: We are co-authors Producing a wiki. | Unit 4.4: We are HTML editors. Editing and writing HTML | Unit 4.6: We are meteorologists. Presenting the weather. | Unit 4.1: We are software developers. Developing a simple educational game. | Unit 4.2: We are toy designers. Prototyping an interactive toy. |
| PE | Netball & Rugby Learning more advanced throwing, catching and agility skills. Rules. Tactics. Game play. | Netball, Rugby, Dance Game play and tactics in rugby and netball and movements and rhythm in dance. | Football & Gymnastics Learning ball control, striking, dribbling and tactics in football and core body control and movement in | Football & Hockey Continuing skill development in football and introductions to game play. Control, striking and dribbling in hockey and then game play. | Cricket & Tennis Revising bowling, batting and fielding techniques in cricket. Ball control and ball striking in tennis | Cricket & Athletics Progress onto game play and tactics in cricket and running, throwing and jumping in athletics leading into sports day. |

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| | | | gymnastics. | | | |
| Year 6 | <p>History Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present</p> <p>Art: Photofit descriptions/sketches/efits (linked to ICT). Children to use a variety of techniques to create form and texture i.e. shading and perspective. Evaluate and edit using artistic language.</p> | <p>History A study of an aspect in British History beyond 1066 Monarchs (focus on Victoria)-linked to Literacy and Oliver Twist</p> <p>Art: study history of portraiture, eg Realism, Impressionism, Cubism, Pop Art; pupils interpret portraits of Queen Victoria and Prince Edward and recreate via a variety of media/artistic styles/techniques. Continuously refer back to artists, architects and designers in history for inspiration or comparison.</p> | <p>Geography Locational knowledge / human geography /geographical skills e.g. Scotland</p> <p>Art: Drawings or paintings of our local environment. Use the colour wheel to use 'harmonious colours' and contrasting colours'. Critically evaluate and edit (paint over their work).</p> | <p>Geography Locational knowledge/geographical skills e.g.South America (Brazil)</p> <p>Art: Mardi Gras masks/Headdresses Modroc/collage. Use a wide variety of tools and refine skills. Use imagination and experience to influence work. Incorporate form, pattern, and texture. Evaluate independently.</p> | | |

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| Science | Animals inc humans | Living things and habitats | Evolution and inheritance | Electricity | Light | Light |
| Music | Development of music theory and vocabulary. Preparation of students for secondary transfer. Use of Bentley aural test. | Testing all students can read at least a full octave, and follow a score. Vocal and instrumental work | Developing group performances, from notation, using keyboard, violin, recorder and pitched and unpitched percussion. Recorded. | Developing group compositions, using keyboard, violin, recorder and pitched and unpitched percussion. Composition prize. Items recorded. | Working towards end of year show. Final assessments | Perform: End of year show |
| RE | Domestic Church: Family-Loving Confirmation: Vocation/commitment | Judaism: Rosh Hashanah, Yom Kippur Advent/Christmas: Loving- | St. John Bosco Bicentenary Celebration 31th January 2015 Local Church/Community: Sources Eucharist/Relating: Unity | Lent/Easter: Death & New Life | Pentecost/Serving Witnesses Reconciliation: Healing | Universal Church: World: Common Good Other Faith/ Sikhism: Guidelines for Living, sewa |

| | | Expectation | | | | |
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| Computing | <u>Unit 4.3: We are musicians.</u> Producing digital music. | <u>Unit 4.5: We are co-authors</u> Producing a wiki. | <u>Unit 4.4: We are HTML editors.</u> Editing and writing HTML. SAT's | <u>Unit 4.6: We are meteorologists.</u> Presenting the weather. SAT's | <u>Unit 4.1: We are software developers.</u> Developing a simple educational game. | <u>Unit 4.2: We are toy designers.</u> Prototyping an interactive toy. |
| PE | Netball & Rugby Learning more advanced throwing, catching and agility skills. Rules. Game play. | Netball, Rugby, Dance Game play and tactics in rugby and netball and movements and rhythm in dance. | Football & Gymnastics Learning ball control, striking, dribbling and tactics in football and core body control and movement in gymnastics. | Football & Hockey Continuing skill development in football and tactical awareness in game play. Control, striking and dribbling in hockey and then game play. | Cricket & Tennis Revising bowling, batting and fielding techniques in cricket. Ball control and ball striking in tennis | Cricket & Athletics Progress onto game play and tactics in cricket and running, throwing and jumping in athletics leading into sports day. |