

Topic:		All About Me										Celebrations	
Role Play Areas		Continuous provision- Imaginary Play- Home Corner (inside) Continuous provision- Role play- Hairdressers/Barber shop and Builder's Construction Site (outside)											
		Week 1 & 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>Topic Focus</b>	Home Visits Admin & Prep Day Academic Review Day Phased starts	Myself  On Entry Assessment	My family  On Entry Assessment	Local journeys On Foot +Journey to School	Local journeys By Rail & Road	Whole school project week	Celebrations – Birthdays Celebrations	- Diwali	Celebrations - Bonfire Night, Remembrance Day	Celebrations - Chinese New Year	Celebrations - Hanukkah	Celebrations - Christmas	
<b>Core Books</b>	Home Visits Admin & Prep Day Academic Review Day Phased starts	<b>Ketchup On Your Cornflakes</b>  <b>Dear Zoo</b>	<b>Titch Knuffle Bunny</b>	<b>Shark in the Park</b> <b>Shark in the Park on a Windy Day</b>  <b>We're going on a bear hunt</b>	<b>Naughty bus</b>  <b>Down by the station</b>	<b>Handa's Surprise</b>	<b>Platypus and the Birthday Party</b>	<b>Diwali information books and videos</b>  <b>The Quiet Little Firework</b>	<b>Shark in the dark!</b>  <b>Information books and videos</b>	<b>Lanterns and Firecrackers: A Chinese New Year story</b>  <b>Goldy Luck and the Three Pandas</b>	<b>Hanukkah Bear</b>	<b>The Nativity Story</b>  <b>Oh no! Shark in the Snow</b>	
<b>Nursery Rhymes</b> BBC rhymes	Twinkle Twinkle	Heads, shoulders, knees and toes	Wind the bobbin up	Row, row, row your boat	The wheels on the bus	Jumbo Bwana	Pat-a-cake	5 little fireworks	10 in the bed	The crayon Poem by James Carter	Teddy Bear, Teddy Bear, turn around	Christmas Carols	
<b>Personal, Social and Emotional</b>	Ongoing- classroom routines and boundaries. Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict. Reward systems: sticky labels with comments written. Dev. M. Observation checkpoint birth- three year olds. Set up and reinforce child self-registration. Activities to develop relationships, making friends, sharing and turn taking, dealing with conflict. Talking about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Support children to increase independence when selecting activities and resources. Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health.												
<b>Communication and Language</b>	Ongoing- Speaking and Listening skills. Vocabulary linked to book of the week and topic. Introduce words of the week - displayed on vocabulary wall (text and picture). Dev. M observation checkpoint Birth to three year olds can the child use around 50 words plus, frequently asking questions, putting three words together or more? Ongoing-Puppets and small world relating to the core book of the week and topic.												

**UPDATED 21.7.25**

<p>Dev.M observation checkpoint B-3-year olds.</p>	<p>Role play areas inside (Home corner) and outside (Builder's construction site)            Daily - days of the week and weather. Makaton gradually introduced for frequently used commands such as stop, no, yes, walk, run, sit down, stand up, finished and signs linked to the topic.            Weekly rhyme of the week displayed and sung daily. Bank of rhymes kept in a folder for children to return to.            Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read.            Check understanding and explain new vocabulary when reading books.            Children to be encouraged to talk about what is happening in their environment and give their own ideas.</p>	
<p><b>Literacy – Reading and Comprehension</b></p> <p>Word Reading</p> <p>Writing</p>	<p>Class reading library with a selection of information, topic and choosing books.            Selecting books and handling them with care.            Daily - Adults reading to small groups and whole class (story times and at the end of the day).            Throughout the day topic books being shared with children (books throughout the environment).            Regular sharing of books and discussion of children's ideas and responses.            Understanding key concepts about print: print has meaning, print can have different purposes and we read English text from left to right and from top to bottom.            Weekly home reading books (Autumn 2)</p> <p>Phonics- environmental sounds, word reading (print carries meaning), rhyme, initial sounds</p> <p>Provide opportunities in the continuous provision for child-initiated mark making activities e.g. clipboards outdoors, chalks for paving stones, boards and notepads in the home corner.            Adult to act as scribe for description of mark making.            Daily - writing the day and date (modelled writing)            Choosing independent mark making activities each day linked to core book of the week.            Children to use IT to mix marks.            Children to trace their name.</p>	
<p><b>Mathematics</b></p>	<p>Daily - Maths songs, weather &amp; day of the week, sequence of the day.            Fast recognition of up to 3 objects (subitising).            Recite numbers past 5.            Counting objects with one number for each item (1:1 correspondence).            Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).            Explore 2D shapes using mathematical language.            Make comparisons between objects relating to size &amp; weight.            Continuous provision- sand, water and construction</p>	<p>Daily - Maths songs, weather &amp; day of the week, sequence of the day.            Recite numbers past 5.            Counting objects with one number for each item (1:1 correspondence).            Link numerals and amounts.            Experiment with marks to represent numbers.            Compare quantities using 'more than', 'fewer than'.            Explore 2D shapes using mathematical language.            Make comparisons between objects relating to size &amp; weight.            Talk about and identify patterns.            Continuous provision- sand, water and construction.</p>
<p><b>Core books</b></p>	<p>5 little ducks - Child's play            Dear zoo by Rod Campbell            The smartest Giant in Town by JD            by Eileen Brown</p> <p>Handa's hen</p>	<p>One mole digging a hole by Julia Donaldson            The Three Billy Goats Gruff            When Frank was 4 by Alison Lester</p> <p>5 little men in a flying saucer – Child's play</p>
<p><b>Understanding the World</b></p>	<p>Ongoing- Festivals and celebration of the world, community &amp; culture - Autumn, Harvest, Diwali, Birthdays, Bonfire Night, Chinese New Year.            Weekly – environment small world linked to the core book.            Using their senses in hands-on exploration of natural materials.            Explore collections of materials with similar and/or different properties.            Talk about what they see using a wide vocabulary.            Begin to make sense of their own life-story and family's history.            Explore how things work.            Continue developing positive attitudes about the differences between people.            Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	

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<b>Core Books</b>	<p>Ketchup on Your Cornflakes Titch Knuffle Bunny Shark in the Park Shark in the Park on a Windy Day We're going on a bear hunt Naughty Bus Down at the Station Dear Zoo Handa's Surprise</p>	<p>Platypus and the Birthday party The Diwali Story The Quiet Little Firework Shark in the Dark! Oh no! Shark in the Snow Goldy Luck and the Three Pandas Hanukkah Bear Lanterns and Firecrackers The Nativity Story</p>	
<b>Visits / Visitors</b>	<b>CL and UW: Small groups in the school grounds, looking at the signs of Autumn</b>		<b>CL and L: Visit a local library Reading: Visitor Book Start Workshop</b>
<b>Physical Development</b> Dev.M observation checkpoint B-3 year olds.	<p>Continuous provision- sand and water and construction. Outdoor Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run. Continuous Provision –different materials and tools to develop manipulation and control. Group activities in teams lead by teachers guiding children confidence to be more independent. Large and small motor skills–Daily- dressing and undressing, eating habits Weekly - fine motor skill activities -Finger Gym Weekly – large muscle movements - Busy Feet Continuous provision - Messy play/soft dough activities, painting &amp; chalking on vertical surfaces (easels and walls), waving flags and streamers. Continuous provision using one- handed tools, developing a comfortable tripod grip holding pens and pencils.</p>		
<b>Expressive Arts &amp; Design</b>	<p>Continuous provision- Junk Modelling. Continuous provision- Messy play/soft dough activities. Activities relating to the book of the week – painting, collating, drawing, sculpting. Weekly – rhyme of the week. Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape &amp; learning entire songs) <b>Artist focus – Paul Klee (shape and colour).</b></p>	<p>Continuous provision- Junk Modelling. Continuous provision- Messy play/soft dough activities. Activities relating to the book of the week - painting, collating, drawing, sculpting. Weekly – rhyme of the week. Daily – rhyme time (sing a selection of tradition and modern nursery rhymes). Colour mixing and tints &amp; shades. Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape &amp; learning entire songs) Nativity Performance to Parents. <b>Artist focus: Piet Mondrian (colour and shape)</b></p>	
<b>Computing</b>	<p>Children engage in computing activities in all areas across the EYFS curriculum. Set up the routine-10-minute timer. Basic keyboard and mouse skills. Using the programs-Busy Things, Posisson rouge, 2 paint a picture.</p>		
<b>Music</b>	<p>Singing nursery rhymes/clapping very basic rhythms on call and response/ listening to live music (visiting musicians once a half term and termly live concert) and recorded music (pop music and Christmas songs)</p>		
<b>R.E. - Catholic</b>	Branch 1: Creation and Covenant		Branch 2: Prophecy and Promise
<b>R.E - Anglican</b>	Who made the wonderful world and why?		Why is Christmas special for Christians?

# Catholic School Partnership Nursery Curriculum Map Spring Term

<b>Topic:</b>		Traditional Tales							All Around Me			
<b>Role Play Areas</b>	Continuous provision- Imaginary Play - Shop (bakery, shoe shop), doctor surgery (inside) <a href="https://childrens.poetryarchive.org/explore/page/4/?form=241">https://childrens.poetryarchive.org/explore/page/4/?form=241</a>											
	Continuous provision- Role play- Home corner, police station, fire station (outside)											
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>
<b>Topic Focus</b>	Farm Animals	Food that comes from the farm	Homes Materials and change	Making choices Conflict and resolution, teamwork	Water/ Boats	People who help us – School and wider community	Seasons and the Weather	Easter				
Woven throughout the term:												
<b>Core Books</b>	<b>The Little Red Hen</b>	<b>The Gingerbread Man</b>	<b>The Three Little Pigs</b>	<b>Goldilocks and the Three Bears</b>	<b>The Three Billy Goats Gruff</b>	<b>Who Sank the Boat? by Pamela Allen</b>	<b>Whatever Next by Jill Murphy</b>	<b>Non-fiction: Meet the planets by Caryl Hart</b>	<b>Rechenka’s Eggs by Patricia Polacco</b>	<b>Tree: Seasons Come, Seasons Go by Patricia Hegarty</b>	<b>The Easter Story</b>	
<b>Nursery Rhymes</b> BBC rhymes	Old Macdonald had a farm	I am the baker man	London Bridge is falling down	When Goldilocks went to the house of the bears	The goats came marching	The big ship sails on the alley alley oh	Zoom, Zoom Zoom	Hickory Dickory Dock	My Hat! By Tony Mitton	Mary, Mary quite contrary	Five currant buns	
<b>Personal, Social and Emotional</b>	<p>Ongoing- classroom routines and boundaries – Supported with visuals of children demonstrating that rule/routine.</p> <p>Reward systems: sticky labels with comments written.</p> <p>Developing intimate care routines + key person and extended to other familiar adults.</p> <p>Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict.</p> <p>Continue with child self-registration.</p> <p>Activities to develop relationships, making friends, sharing and turn taking, dealing with conflict. Model Phrases “Can I have a turn? Or “My turn next.”</p> <p>Helping children develop positive attitudes towards diversity and inclusion. Ask questions and answer children straight forwardly about differences in skin colour, hair colour, gender, special needs and disabilities.</p> <p>Talking about their feelings using more elaborated ways like 'I'm happy because...', 'sad', 'angry' or 'worried because...'</p> <p>Support children to increase independence when selecting activities and resources.</p> <p>Cooking activities planned for relating to rhymes and book of the week.</p> <p>Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health.</p>											
<b>Communication and Language</b>	<p>Ongoing- Speaking, listening and responding skills. Vocabulary linked to book of the week and topic.</p> <p>Children use speech sounds p, b, m,w. l/r/w/y f/th s/sh/ch/dz/j</p>											

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<p>Dev.M observation checkpoint 3&amp;4 year olds.</p>	<p>Introduce words of the week - displayed on vocabulary wall (text and picture). Children encouraged to use Multi-syllabic words such as 'banana' and 'computer'. Children learn words in context.            Children develop conversation with teachers and peers. Children given at least 10 seconds processing time when responding to simple questions. 'who', 'what' and 'where' as appropriate.            Dev.M observation checkpoint Birth to three year olds can the child use around 300 words, including descriptive language? Are they linking 5 words and using pronouns 'me', 'him', 'she'. Do they follow instructions with three key words?            Ongoing-Puppets and small world relating to the core book of the week and topic.            Role play areas inside (bakery, shoe shop, doctor's surgery) and outside (Home corner, police and fire station)            Daily - days of the week and weather. Makaton practised for frequently used commands such as stop, no, yes, walk, run, sit down, stand up, finished and signs linked to the topic.            Weekly rhyme of the week displayed and sung daily. Bank of rhymes kept in a folder for children to return to.            Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read.            Check understanding and explain new vocabulary when reading books.            Daily talk to extend children's vocabulary and explaining unfamiliar words and concepts from the books that they read.            Children to be encouraged to feel confident to talk about what is happening in their environment and give their own ideas.</p>	
<p><b>Literacy – Reading and Comprehension</b></p> <p>Word Reading</p> <p>Writing</p>	<p>Class reading library with a selection of information, topic and choosing books.            Selecting books and handling them with care.            Core books &amp; Longer stories that introduce interesting new vocabulary. Core books displayed in class library.            Daily - Adults reading to small groups and whole class (story times and at the end of the day).            Throughout the day topic books being shared with children (books throughout the environment).            Regular sharing of books and discussion of children's ideas and responses throughout the day.            Use of books with just pictures to encourage conversations to develop understanding about what is happening.            Understanding key concepts about print: print has meaning, print can have different purposes and we read English text from left to right and from top to bottom.            Weekly home reading books.</p> <p>Phonics- environmental sounds, word reading (print carries meaning), rhyme, initial sounds, oral segmenting and blending</p> <p>Provide opportunities in the continuous provision for child initiated mark making activities e.g. clipboards outdoors, chalks for paving stones, boards and notepads in the home corner.            Adult to act as scribe for description of mark making.            Daily - writing the day and date (modelled writing)            Choosing independent mark making activities each day linked to core book of the week.            Children to use IT to mix marks.            Children to trace their name.</p>	
<p><b>Mathematics</b></p>	<p>Daily - Maths songs. Number of the day, days of the week &amp; date, visual time table, times of the day &amp; sequence of the day.            Fast recognition of up to 5 objects (subitising).            Solve real world mathematical problems with numbers up to 5            Recite numbers past 5.            Counting objects with one number for each item (1:1 correspondence).            Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).            Link numerals and amounts.            Begin to make recognisable symbols to represent numbers.            Explore 2D &amp; 3D shapes circles, rectangles, triangles &amp; cubes using own notation and mathematical language.            Make comparisons between objects relating to size, length &amp; weight.            Talk about, identify and arrange patterns.            Use spatial words in play 'in', 'on', 'under', 'up' and 'down'.</p>	<p>Daily - Maths songs. Number of the day, days of the week &amp; date, visual time table, times of the day &amp; sequence of the day.            Fast recognition of up to 5 objects (subitising).            Solve real world mathematical problems with numbers up to 5            Recite numbers past 5.            Counting objects with one number for each item (1:1 correspondence).            Link numerals and amounts showing the right number of objects to match the numeral.            Begin to make recognisable symbols to represent numbers.            Compare quantities using 'more than', 'fewer than'.            Explore 2D &amp; 3D shapes circles, rectangles, triangles, cubes and cuboids using mathematical language 'sides', 'corners'; 'straight flat &amp; round.</p>

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	Continuous provision- sand, water and construction. Cooking activities linked to Core books.	Make comparisons between objects relating to size, length & weight Talk about, identify and arrange patterns. Select shapes appropriately i.e. a triangular prism for a roof. Describe a familiar route using spatial words 'besides' and 'between'. Continuous provision- sand, water and construction. Cooking activities linked to core books.
<b>Core books</b>	1,2,3 to the zoo by Eric Carle 5 little ducks went swimming one day Biscuit Bear bears Duck in the Truck Kippers Toy box	Anno's counting book Goldilocks and the three Jack and the beanstalk The doorbell rang I spy numbers Where's my teddy? Anno's counting book
<b>Understanding the World</b>	Ongoing- Festivals and celebration of the world, community & culture- Winter, Spring, Chinese New Year, Valentine's Day, Mothering Sunday & Easter. Ongoing – Vocabulary and language focus linked to core books and children's child initiated explorations. Weekly – environment small world linked to the core book. Using their senses in hands-on exploration of natural materials. Explore natural materials indoor and outdoor of materials with similar and/or different textures. Talk about what they see using a wide vocabulary. Begin to make connections between features of their family history and other peoples family history. Visits to develop children's understanding of different occupations. Explore how things work using mechanical equipment. Continuous provision – Planting, growing seeds and caring for the natural environment. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. A diverse range of props readily available for children to explore.	
<b>Core Books</b>	<b>In every house on every street by Jess Hitchman</b> <b>Let's build a house by Mick Manning</b> <b>Rosie's Walk by Pat Hutchins</b> <b>You Choose by Nick Sharratt</b> <b>The Little Red Hen</b> <b>The Gingerbread Man</b> <b>The Three Little Pigs</b> <b>Goldilocks and the Three Bears</b> <b>The Three Billy Goats Gruff</b>	<b>The Growing Story by Ruth Krauss</b> <b>National geographic: Weather</b> <b>People who help us series by Rebecca Hunter</b> <b>Acorn Bear</b> <b>The busy body book by Lizzie Rockwell</b> <b>Who Sank the Boat? by Pamela Allen</b> <b>Whatever Next by Jill Murphy</b> <b>The Gruffalo by Julia Donaldson</b> <b>Rechenka's Eggs by Patricia Polacco</b> <b>Tree: Seasons Come, Seasons Go by Patricia Hegarty</b> <b>The Easter Story</b>
<b>Visits / Visitors</b>	<b>Computing: Visitor from Camden Learning Centre (CLC)</b> <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a>	

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<p><b>Physical Development</b></p> <p>Dev.M observation checkpoint 3&amp;4 year olds.</p>	<p>Continuous provision- sand and water and construction. Outdoor Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run.</p> <p>Continuous Provision –different materials and tools to develop manipulation and control.</p> <p>Group activities in teams lead by teachers but increasing being led by themselves.</p> <p>Large and small motor skills–Daily- dressing and undressing, eating habits</p> <p>Weekly - fine motor skill activities (Finger Gym).</p> <p>Weekly – large muscle movements -Busy Feet</p> <p>Continuous provision - Messy play/soft dough activities, painting &amp; chalking on vertical surfaces (easels and walls), waving flags and streamers.</p> <p>Continuous provision using one- handed tools, developing a comfortable tripod grip holding pens and pencils.</p>	
<p><b>Expressive Arts &amp; Design</b></p>	<p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods.</p> <p>Continuous provision- Messy play/soft dough activities.</p> <p>Continuous provision-Pretend play using objects to represent something else.</p> <p>Continuous provision-Flexible open-ended resources for children’s imaginative play.</p> <p>Focus: Drawing skills – detailing body parts, emotions happy/sad</p> <p>Daily- Action Songs &amp; expression relating to topic.</p> <p>Weekly-Music skill sessions (Music Express)</p> <p>Explore a range of sound makers and instruments learning to play them in different ways.</p> <p>Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape &amp; learning entire songs)</p> <p>Activities relating to rhymes and core books - – painting, collating, drawing, sculpting.</p> <p>Weekly – rhyme of the week</p> <p>Daily – rhyme time (sing a selection of tradition and modern nursery rhymes)</p> <p><b>Artist focus - Wassily Kandinsky (colour mixing, line and shape.)</b></p>	<p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods.</p> <p>Continuous provision- Messy play/soft dough activities.</p> <p>Continuous provision-Pretend play using objects to represent something else.</p> <p>Continuous provision-Flexible open-ended resources for children’s imaginative play.</p> <p>Focus: Painting skills –colour mixing</p> <p>Daily- Action Songs Action Songs &amp; expression relating to topic.</p> <p>Weekly-Music skill sessions (Music Express)</p> <p>Explore a range of sound makers and instruments learning to play them in different ways.</p> <p>Weekly-Singing session –Music teacher (listening to sound, pitch, tone, melody, melodic shape &amp; learning entire songs)</p> <p>Activities relating to rhymes and core books - – painting, collating, drawing, sculpting.</p> <p>Weekly – rhyme of the week</p> <p>Daily – rhyme time (sing a selection of tradition and modern nursery rhymes)</p> <p><b>Artist focus: Claude Monet (flowers)</b></p>
<p><b>Computing</b></p>	<p>Children engage in computing activities in all areas across the EYFS curriculum.</p> <p>Basic keyboard and mouse skills. Programmable toys.</p> <p>Using the programmes- Espresso and Simple City.</p>	
<p><b>Music</b></p>	<p>Singing 2 songs with actions and pitching with a range of minimum 3 notes up and down/ listening to great composers (Mozart) and live music (visiting musicians once a half term) and recorded music (pop). Playing, creating and exploring sounds using tuned instruments( keyboards, xylophones and glockenspiels)</p>	
<p><b>R.E. - Catholic</b></p>	<p>Branch 3: Galilee to Jerusalem</p>	<p>Branch 4: Desert to Garden</p>

# Catholic School Partnership Nursery Curriculum Map Summer Term

	Topic: Tell Me a Story						Living Things					
<b>Role Play Areas</b>	Continuous provision- Imaginary Play - (inside) Fruit and vegetable shop, vet, ice cream shop <a href="https://childrens.poetryarchive.org/explore/page/4/?form=241">https://childrens.poetryarchive.org/explore/page/4/?form=241</a> Continuous provision- Role play- Garden Centre + Cafe (outside)											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Topic Focus</b>	Growing Plants (focus-fruit&vegetables)	Where does our food come from?	Life cycles – What animals lay eggs? Living Caterpillars		Minibeasts	Habitats and food chains	Day and Night	Duck/chicken life cycles (care for living things) Living eggs		Animals on Land	Animals in the sea	Dinosaurs
<b>Literacy Core Books</b>	Jasper's beanstalk  + Non Fiction	Oliver's Vegetables  Oliver's Fruit Salad  + Non Fiction	The Very Hungry Caterpillar by Eric Carle  +Non-fiction		Aaaarrgghh Spider!  The Very Busy Spider  +Non-fiction National Geographic: Minibeasts	Hungry Harry (Frogs)  +Non-fiction	Owl Babies  Above and Below (Harriet Evans)  +Non-fiction	The Ugly Duckling/ Dora's Eggs  +Non-fiction  Chickens Aren't the Only Ones  The Odd Egg		Leopard's Drum  +Non-fiction	Clumsy Crab  +Non-fiction	Harry and the Dinosaurs  How to grow a dinosaur  +Non-fiction
<b>Nursery Rhymes BBC rhymes</b>	Ring a Ring of Roses	Wiggly woo	There's a tiny caterpillar on a leaf	Splish, splash, splosh by James Carter	Incy wincy spider	Five little speckled frogs	Day and Night by Eric Carle	Five Little Ducks	Look at the sneaky crocodile	Down in the Jungle	One, two, three, four, five	Five Little Dinosaurs
<b>Personal, Social and Emotional</b>  Dev.M observation checkpoint 3&4 year olds.	Ongoing- classroom routines and boundaries – Supported with visuals of children demonstrating that rule/routine. Children independently remember rules. Reward systems: sticky labels with comments written Developing intimate care routines + key person and extended to other familiar + unfamiliar adults. Focus on and consistently reinforce positive models of behaviour, positive models for relationships, thinking space, staff language for dealing with behaviour, child language for dealing with conflict, restorative conversations for resolving conflict. Continue with child self-registration, children have responsible classroom roles. Activities to develop relationships, friendship, sharing and turn taking, understanding others feel, dealing with conflict. Model Phrases "Can I have a turn? Or "My turn next." Helping children develop positive attitudes towards diversity and inclusion. Ask questions and answer children straight forwardly about differences in skin colour, hair colour, gender, special needs and disabilities. In small groups children encouraged to safely explore emotions beyond their normal range such as the feeling fear or relief.											

**UPDATED 21.7.25**

		<p>Support children to demonstrate growth in independence when selecting a wider range of activities and resources to achieve a goal. Resisting helping as appropriate, rather opting to supervise &amp; guide.          Cooking activities planned for relating to rhymes and book of the week.          Ongoing-Health and self-care skills. Toileting, feeding dressing. Oral health. Dev. Matters observation checklist Birth-3/ 3&amp;4 year olds.</p>
<p><b>Communication and Language</b></p> <p>Dev.M observation checkpoint 3&amp;4 year olds.</p>		<p>Ongoing- Speaking, listening and responding skills. Vocabulary linked to core book of the week and topic.          Children use speech sounds p, b, m, w,l/r/w/y f/th s/sh/ch/dz/j. Say multi- syllabic words – ‘hippopotamus’ or ‘pterodactyl’.          Introduce words of the week - displayed on vocabulary wall (text and picture). Children encouraged to use words in context.          Children start conversations with teachers and peers. Express an opinion. Use pronouns ‘me’, ‘him’, ‘she’, plurals &amp; prepositions ‘in’. ‘on’, ‘under’. Children given at least 10 seconds processing time when responding to simple questions. ‘who’, ‘what’, ‘where’ and ‘why’ as appropriate.          Ongoing-Supporting children to understand two part questions &amp; instructions.          Dev.M observation checkpoint 3&amp;4 year olds can the child speak in a sentence using four to six words? Are sentences joined with because, or? Do they use the past tense? For example: ‘I went...’          Ongoing-Puppets and small world relating to the core book of the week and topic.          Role play areas inside (shops and vet) and outside (cafe and garden)          Daily - days of the week and weather. Makaton practised for days of the week, weather, colours, and signs linked to the topic.          Weekly rhyme of the week displayed and sung daily. Bank of rhymes kept in a folder for children to return to.          Daily talk to extend children’s vocabulary and explaining unfamiliar words and concepts from the books that they read.          Check understanding and explain new vocabulary when reading books.          Daily celebration, children talk about the marks they make.          Children to be encouraged to feel confident to talk about what is happening in their environment and give their own ideas.</p>
<p><b>Literacy – Reading and Comprehension</b></p> <p>Word Reading</p> <p>Writing</p>		<p>Class reading library with a selection of information, topic and choosing books.          Selecting books and handling them with care.          Core books &amp; Longer stories that introduce interesting new vocabulary. Core books displayed in class library.          Daily - Adults reading to small groups and whole class (story times and at the end of the day).          Throughout the day topic books being shared with children (books throughout the environment).          Regular sharing of books and discussion of children’s ideas and responses throughout the day. Adults and children tell long stories to each other based on familiar books.          Use of books with just pictures to encourage extended conversations to develop understanding about what is happening.          Understanding key concepts about print: print has meaning and how it is read, the idea of a word, spaces before and after words, sentences - full stops and capitals.          Weekly home reading books.</p> <p>Phonics- Read write Inc. sound discrimination and set 1 initial sounds. Rhyme, syllables, words with the same initial sounds &amp; word reading</p> <p>Provide opportunities in the continuous provision for child initiated mark making activities e.g. wipe boards, black boards, clipboards outdoors, chalks for paving stones, boards and notepads in the home corner.          Adult to act as scribe for description of mark making.          Daily- fine motor activities, handwriting activities. Free drawing &amp; writing on their pictures using some letter knowledge.          Daily - writing the day and date (modelled writing) Children write their name on their work or adult writes the name of the child in yellow and child traces over it.          Choosing independent mark making activities each day linked to core book of the week.          Children to use IT to mix marks.          Daily celebration of children’s writing from the writing basket. Class books created from visits.</p>
<p><b>Mathematics</b></p>	<p>Daily - Maths songs. Calculating the number of the day, days of the week &amp; date, visual time table, times of the day &amp; sequence of the day.          Maths vocabulary and visuals displayed.          Fast recognition of up to 5 objects (subitising).          Solve real world mathematical problems with numbers up to 5          Recite numbers past 5.          Counting objects with one number for each item (1:1 correspondence). Changes in amount which involve hiding.</p>	<p>Daily - Maths songs. Calculating the number of the day, days of the week &amp; date, visual time table, times of the day &amp; sequence of the day.          Fast recognition of up to 5 objects (subitising).          Maths vocabulary and visuals displayed          Simple mathematical challenges set in small groups with numbers up to 5 and past          Recite numbers past 5.</p>

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	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).          Compare quantities using 'more than', 'fewer than'.          Link numerals and amounts.          Begin to make recognizable symbols to represent numbers.          Explore 2D &amp; 3D shapes circles, rectangles, triangles &amp; cubes using mathematical language to about properties, sharp corner, pointy, curvy.          Make comparisons between objects relating to size, length &amp; weight.          Talk about, extend and create patterns.          Understand position through words alone for example 'off a path', 'down a drain.'          Stories read which involve journeys linked + children's experiences for Chn to describe a familiar route.          Continuous provision- sand, water and construction.          Cooking activities linked to Core books.</p>		<p>Counting objects with one number for each item (1:1 correspondence).          Changes in amount which involve hiding.          Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).          Compare quantities using 'more than', 'fewer than'.          Link numerals and amounts.          Begin to make recognizable symbols to represent numbers.          Explore 2D &amp; 3D shapes circles, rectangles, triangles &amp; cubes using mathematical language to about properties, sharp corner, pointy, curvy.          Make comparisons between objects relating to size, length, weight &amp; capacity          Talk about, extend and create patterns. Correct an error in a repeating pattern.          Understand position through words alone for example 'off a path', 'down a drain.'          Stories read which involve journeys linked + children's experiences for Chn to discuss routes and locations using positional language.          Continuous provision- sand, water and construction.          Cooking activities linked to Core books.</p>
<b>Core books</b>	<p>Kippers Toy box                      Room on the broom          We're going on a bear hunt      Shark in the park          Rosie's walk                              The Gruffalo</p>		<p>The Very Hungry Caterpillar      We're going on a bear hunt          I spy numbers          How do dinosaurs count to 10?      What the ladybird heard?</p>
<b>Understanding the World</b>	<p>Ongoing- Festivals and celebration of the world, community &amp; culture- Summer, Birthdays, Ramadan, 'Eid.          Ongoing – Vocabulary and language focus linked to core books and children's child initiated explorations.          Continuous provision – sand water and construction          Weekly – environment small world linked to the core book.  <b>Butterfly life cycles (order caterpillars from Insect Lore)</b>  <b>Duck or chicken life cycles (order eggs from Incredible Eggs)</b>          Using their senses in hands-on exploration of natural materials.          Explore &amp; compare natural materials indoor and outdoor of materials with similar and/or different textures and properties.          Talk about what they see using a wide vocabulary.          Begin to make connections between features of their family history and other peoples family history.          Visits to develop children's understanding of different occupations. Opportunities to challenge stereotypes as appropriate          Explore how things work using mechanical equipment drawing children's attention to forces.          Continuous provision – Planting, growing seeds and caring for the natural environment. Praise given to children showing care and respect for living things in the natural environment.          Children taught in small groups the key features of animal &amp; plant life cycles.          Continue developing positive attitudes about the differences between people.          Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. A diverse range of props, puppets, books &amp; artefacts readily available for children to explore. Display area for children to add to. Children &amp; parents encouraged to participate in 'show &amp; tell'.</p>		
<b>Core Books</b>	<p><b>The Very Hungry Caterpillar</b>  <b>Minibeast non-fiction texts</b>  <b>Life cycle non-fiction texts</b>  <b>Chickens Aren't the Only Ones</b></p>		<p><b>By day and by night Eric Carle</b>  <b>Good Day, Good Night by Margaret Wise brown</b>  <b>National Geographic: Day &amp; Night</b>  <b>Duck/chicken life cycle non-fiction texts</b></p>
<b>Visits / Visitors</b>	<p><b>Computing: Visit to the Camden Learning Centre (CLC)</b>  <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a></p>		<p><b>CL and UW Visit to Kentish Town City Farm</b>  <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a></p>

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<p><b>Physical Development</b></p> <p>Dev.Matters observation check point 3&amp;4 year olds</p>	<p>Continuous provision- sand and water and construction. Outdoor Continuous Provision –Outdoor opportunities to move freely, explore surroundings and build independently. Riding scooters, trikes and bikes. Children guided to match their physical skills to tasks, deciding whether to run, crawl, jump or run.</p> <p>Continuous Provision –different materials and tools to develop manipulation and control.</p> <p>Group activities in teams lead by teachers but increasing being led by themselves. Areas for performance: Children taught to remember sequences and patterns of movement.</p> <p>Large and small motor skills–Daily- dressing and undressing, eating habits. Supporting children to be Increasingly independent in making healthy choices.</p> <p>Weekly - fine motor skill activities (Finger Gym).</p> <p>Weekly – large muscle movements – Busy Feet</p> <p>Continuous provision - Messy play/soft dough activities, painting &amp; chalking on vertical surfaces (easels and walls), waving flags and streamers.</p> <p>Continuous provision using one- handed tools, dominant hand, developing a comfortable tripod grip holding pens and pencils.</p>	
<p><b>Expressive Arts &amp; Design</b></p>	<p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods to express ideas. Use of more complex construction kits.</p> <p>Continuous provision- Messy play/soft dough activities, using their imagination.</p> <p>Continuous provision-Pretend play using objects to represent something else.</p> <p>Continuous provision-Flexible open-ended resources for children’s imaginative play.</p> <p>Focus: Sustained Drawing skills – detailing body parts, range of emotions and movement.</p> <p>Daily- Action Songs &amp; expression relating to topic.</p> <p>Weekly-Music skill sessions (Music Express)</p> <p>Explore a range of sound makers and instruments learning to improvise &amp; play with control to express their ideas.</p> <p>Weekly-Singing session – Music teacher (listening to sounds, pitch, tone, melody, melodic shape &amp; learning entire songs) Performance to music. Chn learn simple sequence.</p> <p>Activities relating to rhymes and core books - - painting, collating, drawing, sculpting.</p> <p>Weekly – rhyme of the week.</p> <p>Daily – rhyme time (sing a selection of tradition and modern nursery rhymes).</p> <p><b>Artist focus: Giuseppe Arcimboldo (Fruit and vegetable pictures)</b></p>	<p>Continuous provision- Modelling with junk, clay, soft wood practicing joining methods to express ideas. Use of more complex construction kits.</p> <p>Continuous provision- Messy play/soft dough activities using their imagination.</p> <p>Continuous provision-Pretend play using objects to represent something else.</p> <p>Continuous provision-Flexible open-ended resources for children's imaginative play.</p> <p>Focus: Features of artists work across times and cultures</p> <p>Daily- Action Songs Action Songs &amp; expression relating to topic.</p> <p>Weekly-Music skill sessions (Music Express)</p> <p>Explore a range of sound makers and instruments learning to improvise &amp; play with control to express their ideas.</p> <p>Weekly-Singing session –Music teacher (listening to sound, pitch, tone, melody, melodic shape &amp; learning entire songs) Performance to music. Chn learn simple sequence.</p> <p>Activities relating to rhymes and core books - - painting, collating, drawing, sculpting.</p> <p>Weekly – rhyme of the week.</p> <p>Daily – rhyme time (sing a selection of tradition and modern nursery rhymes).</p> <p><b>Artist focus: Vincent Van Gogh (Day and night + sunflowers)</b></p>
<p><b>Computing</b></p>	<p>Children engage in computing activities in all areas across the EYFS curriculum.</p> <p>Focus: Basic keyboard and mouse skills. Programmable toys.</p> <p>Using the programs- Purple Mash, PB Bears, Espresso.</p>	
<p><b>Music</b></p>	<p>Singing songs from around the world. Playing, creating and exploring music using untuned percussion Instruments-Djembe/drum/tambourine. Listening to a range of live music (visiting musicians once a half term and termly live music). Listening to recorded music (world music/ African Music)</p>	
<p><b>R.E. - Catholic</b></p>	<p>Branch 5: To the ends of the Earth</p>	<p>Branch 6: Dialogue and Encounter</p>

Topic	Ourselves							Celebrations & Festivals					
<b>Role Play Area</b>	Inside – The Doctor’s Surgery Outside – The Home							Inside – Christmas Market Outside – The Home Additional Theme: Nativity Scene					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>	
<b>Topic Focus</b>	My unique child Parent Meeting	This is me	Senses	Growing up / The family tree Photos	Familiar buildings in my community People who help us in our community	Healthy diet, exercise and oral health	Whole School Project Week	Bonfire Night Guy Fawkes	Birthdays	Diwali	Christmas		
<b>Literacy</b> <b>Core Books</b>		Starting school Owl Babies	My 5 Senses	Once there were giants	Let’s build a house!  Non-fiction Books	Non-Fiction books Funny bones		Fire-works poems & rhymes	2 Week Block Main text: Kipper’s birthday KB Include Non-fiction List writing	Rama and Sita The story of Diwali	The Nativity story and other Christmas stories		
<b>Schools following Read, Write, Inc</b> <b>Reading &amp; Comprehension</b>	Speaking and listening focus. Dfe Baseline Assessment of children upon entry RWI Entry assessment		Children recognising their names Read Write Inc. begins. 4 weeks of speed sounds Begin guided reading in groups daily. Book of the day – Chosen by the children, read by the Teacher (displayed in the class library) Story Sack of the week Homework- Children take home a sharing book Core books displayed in the class library.						RWI Assessment 1 reassessment for attainment groups Reading practice – everyday groups reading with adults. Reading practice – Children’s books changed once a week Begin Guided writing and guided reading in groups daily Phonics – Read Write Inc. Daily speed sound & Ditty Begin to know sounds to read, make and write CVC words. Homework- Children take home 1 sharing book 1 RWI storybook and 2 RWI guided reading books.				
<b>Word reading (Phonics)</b>													
<b>Schools following Little Wandle</b> <b>Reading &amp; Comprehension</b>	Speaking and listening focus. DfE Baseline Assessment of children upon entry LW Entry assessment		Children recognising their names Phase 2 Graphemes (Little Wandle Letters and Sounds Revised). Assess on week 7. Begin Reading Practice in groups daily. Book of the day – Chosen by the children, read by the Teacher (displayed in the class library) Story Sack of the week Homework- Children take home a sharing book Core books displayed in the class library.						Phase 2 Graphemes (Little Wandle Letters and Sounds Revised) Reading Practice – everyday 5 groups reading with 5 adults. Reading Practice – Children’s books changed once a week and taken home daily. Begin Guided writing in groups daily Begin to know sounds to read, make and write CVC words. Homework- Children take home 1 sharing book 1 LW book.				
<b>Word reading (Phonics)</b>													
<b>Nursery Rhymes</b> <a href="http://www.wordsforlife.org.uk/songs">www.wordsforlife.org.uk/songs</a>  <a href="https://childrens.poetryarchive.org/explore/page/4/?form=241">https://childrens.poetryarchive.org/explore/page/4/?form=241</a>	Heads, shoulders, knees and toes	My hat by Tony Mitton	Jack and Jill	Humpty Dumpty	Growing by Tony Mitton	10 little monkeys jumping on the bed		Bubbles by James carter	Ten green bottles	Sing a song of sixpence	Twinkle twinkle little star	Christmas songs	
<b>Poetry recital</b>	Humpty Dumpty (traditional)												

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<p><b>Personal, Social and Emotional</b></p> <p>Dev. Matters Observation checkpoint 3&amp;4 year Children olds</p>	<p>Golden Rules and learning the rules in the school and classroom.</p> <p>Time tabled routines to promote overall health &amp; wellbeing. Children supported at lunchtimes to support eating &amp; healthy choices.</p>		<p>Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work.</p> <p>Continue learning about and reinforcing the golden rules. Rewarding children: White sticky labels with a comment of what a child has achieved, smile chart, special mentions, head teacher’s awards. Activities to develop relationships/making friends/dealing with conflict/sharing.</p>			<p>Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work. Self-Regulation- Self-help skills High expectations for children following instructions, smile-chart, special mentions, head teacher’s awards. Building and sustaining constructive &amp; respectful relationships Dealing with conflict &amp; sharing. Time tabled routines to promote overall health &amp; wellbeing.</p>			
<p><b>Writing</b></p>	<p>Speaking and listening focus. Dfe Baseline Assessment</p>	<p>Fine motor skills and Pencil grip Children independently writing their names Mark making and emergent writing relating to the focus book of the week. Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing Independent activities each day linked to the core books of the week. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children’s independent writing at the end of each day</p>			<p>Fine motor skills and Pencil grip Alphabet and letter formation. Children independently writing their names Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing/Independent activities each day linked to core books of the week. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children’s independent writing at the end of each day</p>				
<p><b>Communication and language</b></p>	<p>Dev. Matters CL&amp;U Observation checkpoint 3&amp;4 year Children olds</p>	<p>Children taught how to listen Teachers Promote and model active listening. Develop social phrases Good morning, Good afternoon etc. New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. New vocabulary used repeatedly throughout the day. Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals, use of connectives. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction&amp; Non-fiction to each other and others from the class library. Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories. Core books displayed in the class library.</p>			<p>Children taught how to listen Teachers Promote and model active listening. New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. New vocabulary used repeatedly throughout the day. Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals, use of connectives. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction&amp; Non-fiction to each other and others from the class library.  Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories. Core books displayed in the class library.</p>				
<p><b>Mathematics</b> <b>White Rose Maths</b></p>	<p>Baseline assessment Settling in, introducing areas of provision.  Number:</p>	<p>Positional language : Class routines, exploring</p>	<p>Number: Match and Sort and compare Amounts.</p>	<p>Number: Match and Sort and compare Amounts</p>	<p>Measures: shape and spatual thinking: Compare size,</p>	<p>Number: Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3</p>	<p>Measures: shape and spatual thinking: Circles triangles and</p>	<p>Number: Representing numbers to 5 One more and less</p>	<p>Measures: shape and spatual thinking: Shapes with 4 sides</p>

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	Counting objects, actions and sounds.	where things belong			Mass & capacity Exploring Pattern		Linking symbol with its cardinal number value Recording quantities dots tallies etc.	positional language.	Recording quantities dots tallies, no's etc.	Time
Core Maths books		Dear zoo Jez Alborough	The button box	Frog and toad a lost button by Arnold Lobel	A new house for Mouse by Petr Horacek		Duck in the truck by Jez Alborough  Seaweed soup by Stewart J Murphy	Where's my teddy? By Jez Alborough	Monkey Puzzle Julia Donaldson KB	Bear in the Cave by Michael Rosen
<b>Understanding the World</b>	Daily Weather Chart -Days of the week, date, year & season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located, local walks. Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Sensory Explorations touch, sight, smell, taste & sound Collins snap science Investigation: What am I made of? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.						Daily Weather Chart -Days of the week, date, year & season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Children familiarise themselves with the name of road, town the school is located aerial view & maps Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Food Cooking for a Celebration Collins snap science investigation: Which hat is best to wear today? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.			
<b>Understanding the World Core Books</b>	Resource: Snap Science Collins Teaching Framework Foundation Can I Build Another Me? Shinsuke Yoshitake Once there were Giants. Martin Waddell My Five Senses. Alikei My Family Tree. Zoe Clarke Anne Wilson What If We Were All The Same! C.M. Harris What I Like About Me! Allia Zobel Nolan						Resource: Snap Science Collins Teaching Framework Foundation Bonfire Night. Katie Dicker Celebrate Diwali. National Geographic Scholastic The Story of Rana and Sita. Malachy Doyle The Night Before my Birthday. Natasha Wing Platypus and the Birthday Party. Chris Riddell Lanterns and Firecrackers: A Chinese New Year Story. Johnny Zucker and Jan Barger Cohen The Very First Christmas. Louie Stowell Celebrate Christmas National Geographic Scholastic			
<b>Visits / Visitors</b>	<b>Reading and Writing: Visit to a Local Library</b> <a href="https://www.camden.gov.uk/libraries-local-studies">https://www.camden.gov.uk/libraries-local-studies</a> <b>School Nurse –Visit hygiene &amp; oral health</b>						<b>V&amp;A Museum of Childhood</b> <a href="https://www.vam.ac.uk">https://www.vam.ac.uk</a> <b>School Nurse –Visit hygiene &amp; oral health</b> <b>Christmas Pantomime visits the school</b>			
<b>Physical Development</b>	Dev. Matters Observation checkpoint 3&4 year Children olds	Gymnastics Unit 1 (The PE Hub lesson plans – Physical Literacy Unit 1 <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.					Dance Unit 1 ((The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) Inc. preparation for Nativity - learn star dance Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practise physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.			
<b>Expressive Arts &amp; Design</b>	Developing drawing skills						Developing painting skills			

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	Self-Portraits Music							Collins snap science investigation: What happens when you mix it? Music				
<b>Computing</b>	<p>Continuous provision - Children use technology to explore, enhance, solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.</p> <p>Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP</p> <p>A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and Beebots. Role-play areas reflect current topic and include suitable electronic devices as appropriate.</p> <p>Programs &amp; Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic</p>							<p>Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.</p> <p>Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP</p> <p>A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and Beebots. Role-play areas reflect current topic and include suitable electronic devices as appropriate. Navigating using Espresso and other programs</p> <p>Vocabulary - Positional Language</p> <p>Programs &amp; Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic</p>				
<b>R.E. - Catholic</b>	Branch 1: Creation and Covenant							Branch 2: Prophecy and Promise				
<b>Music</b> Autumn 1: <b>Unit 1 Pulse</b>  Autumn 2: <b>Unit 2</b> <b>Timbre</b>	<b>Unit 1</b> To understand pulse	Creating simple patterns	Understanding how sound is represented by symbols	Physicalising pulse in different ways	Maintaining pulse and identifying strong beats	Identifying tempo		<b>Unit 2</b> Different ways to use your voice	Different ways to use your body	High and low sounds	Loud and quiet sounds	Instruments of the orchestra

Topic:	Underwater							Growing				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Topic Focus</b>	Water	Underwater environments	Large underwater Sea creatures		Small underwater creatures	Pond/ river	Whole School Project Week	Parts of a plant What plants need to grow	Growing our own plants	Fruits and vegetables	Easter Flowers through the seasons	
<b>Role Play Area</b>	Inside – Aquarium / Rock pool Outside – Home Additional Theme: The North Pole /The Riverboat							Inside – Jack and the Beanstalk House / Castle Outside – Home Additional Theme: The Garden Centre / Flower shop				
<b>Literacy Reading &amp; Comprehension</b>	Poems & Rhymes Water National Geographic Non-Fiction texts	The coral Kingdom	2 Week Block Main text: The Rainbow Fish / Tiddler		Tadpoles promise			From seed to plant and Jasper's beanstalk	The Tiny Seed	The secrets of the vegetable garden and Handa's Surprise	The Easter story Plants amazing Science Planting a rainbow	
<b>Core Books</b>												
<b>Schools following Read, Write, Inc Reading &amp; Comprehension</b>	Reading Practice – everyday groups reading with adults. Reading Practice – Children's books changed once a week Begin Guided writing in groups daily  Phonics – Read Write Inc – Daily speed sounds Lesson & Ditty 5x per week M-F know sounds to read, make and write CVC and some multisyllabic words.  Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book 1 RWI storybook and 2 RWI guided reading books.  Core books displayed in the class library.							RWI Assessment 3 reassessment for attainment groups Reading Practice – everyday groups reading with adults. Reading Practice – Children's books changed once a week Begin Guided writing in groups daily  Phonics – Read Write Inc. – Daily speed sounds Lesson & Ditty 5x per week M-F Read simple sentences, multisyllabic words & some common exception words.  Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book 1 RWI storybook and 2 RWI guided reading books. Core books displayed in the class library.				
<b>Schools following Little Wandle Reading &amp; Comprehension</b>	Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression  Phonics: Phase 3 Graphemes (Little Wandle Letters and Sounds Revised)  Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily. Core books displayed in the class library.						Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression  Phonics: Phase 3 Graphemes (Little Wandle Letters and Sounds Revised) Read simple sentences, multisyllabic words & some common exception words.  Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week					
<b>Word reading (Phonics)</b>												
<b>Word reading (Phonics)</b>												

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<p><b>Nursery Rhymes</b>  <a href="http://www.wordsforlife.org.uk/songs">www.wordsforlife.org.uk/songs</a>   <a href="https://childrens.poetryarchive.org/explore/page/4/?form=241">https://childrens.poetryarchive.org/explore/page/4/?form=241</a></p>	<p>A sailor went to sea sea sea</p>	<p>Inside a shell by John Foster</p>	<p>One, two, three, four, five</p>	<p>Five little ducks</p>	<p>Five little speckled frogs</p>	<p>The Queen of Hearts</p>		<p>Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily.</p>			
<p><b>Poetry recital</b></p>	<p>Humpty Dumpty (traditional)</p>						<p>Five currant buns</p>	<p>It's raining, it's pouring</p>	<p>Ring a ring o' roses</p>	<p>Mary had a Little Lamb</p>	<p>There's a tiny caterpillar on a leaf</p>
<p><b>Personal, Social and Emotional</b></p>	<p>Golden Rules and learning the rules in the school and classroom.  Time tabled routines to promote overall health &amp; wellbeing. Children supported at lunchtimes to support eating &amp; healthy choices.</p>	<p>Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work. Continue learning about and reinforcing the golden rules. Rewarding children: White sticky labels with a comment of what a child has achieved, smile chart, special mentions, head teacher's awards. Activities to develop relationships/making friends/dealing with conflict/sharing.</p>					<p>Develop sense of responsibility and membership of their class community– name peg labels, Family photograph for RE display, spaces for their work. Self-Regulation- Self-help skills and Zone of Regulation High expectations for children following instructions, smile-chart, special mentions, head teacher's awards. Building and sustaining constructive &amp; respectful relationships Dealing with conflict &amp; sharing. Time tabled routines to promote overall health &amp; wellbeing.</p>				
<p><b>Writing</b></p>	<p>Speaking and listening focus. Fine motor skills and Pencil grip Children independently writing their names Mark making and emergent writing relating to the focus book of the week. Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing Independent activities each day linked to the core books of the week. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children's independent writing at the end of each day</p>						<p>Fine motor skills and Pencil grip Alphabet and letter formation. Children independently writing their names Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week. Choosing/Independent activities each day linked to core books of the week. Child initiated activity in The Hub – supports writing for a purpose. Celebration of children's independent writing at the end of each day</p>				
<p><b>Communication and language</b></p>	<p>Teachers continue to Promote and model active listening. Develop social phrases Good morning, Good afternoon etc. New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. New vocabulary used repeatedly throughout the day. Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction&amp; Non-fiction to each other and others from the class library.  Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories.  Core books displayed in the class library.</p>						<p>Teachers continue to Promote and model active listening New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. New vocabulary used repeatedly throughout the day. Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction&amp; Non-fiction to each other and others from the class library.  Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories.  Core books displayed in the class library.</p>				

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<p><b>Mathematics White Rose Maths</b></p>	<p>Number: Introducing zero Comparing numbers to 5 Composition of 4&amp;5</p>		<p>Measures: shape and spatual thinking: Compare Mass Compare capacity</p>	<p>Number: 6,7&amp;8 Making Pairs Combinig 2 groups</p>	<p>Number 6,7&amp;8 Making Pairs Combinig 2 groups</p>	<p>Measures: shape and spatual thinking: Length</p>		<p>Number: 9&amp;10 Linking symbol with its cardinal number value Recording quantities dots tallies etc.</p>	<p>Measures: shape and spatual thinking: height and time.</p>	<p>Number: Comparin g numbers to 10. One more and less Recording quantities dots tallies, no's etc</p>	<p>. Number: Bonds to 10</p>	<p>3D shape pattern</p>
<p>Core Maths books</p>		<p>Room on the broom by Julia Donaldson Who sank the boat? By Pamela Allen</p>	<p>None the number</p>	<p>Frog and toad a lost button by Arnold Lobel</p>	<p>The enormous crocodile</p>	<p>I spy numbers Jean Marzello</p>		<p>The blue balloon by Mick inkoen</p>	<p>None the number</p>	<p>Frog and toad a lost button by Arnold Lobel</p>	<p>A beach for Albert</p>	
<p><b>Understanding the World</b></p>	<p>Daily Weather Chart -Days of the week, date, year &amp; season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located, local walks. Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Sensory Explorations touch, sight, smell, taste &amp; sound Collins snap science Investigation: What am I made of? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Children &amp; parents encouraged to participate in 'show &amp; tell'</p>							<p>Daily Weather Chart -Days of the week, date, year &amp; season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located aerial view &amp; maps Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Food Cooking for a Celebration Collins snap science investigation: Which hat is best to wear today? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Children &amp; parents encouraged to participate in 'show &amp; tell'</p>				
<p><b>Understanding the World Core Texts</b></p>	<p>Resource: Snap Science Collins Teaching Framework Foundation Water National Geographic Kids Book of Nature Poetry. National Geographic Here We Are. Oliver Jeffers The Coral Kingdom. Laura Knowles Jennie Webber Ocean Animals Collection. National Geographic Amazing Giant Sea Creatures DK Ocean A Childrens' Encyclopedia DK SEA. Britta Teckentrup</p>							<p>Resource: Snap Science Collins Teaching Framework Foundation Once there were Giants. Martin Wadell Seed to Plant. National Geographic Kids Plants. National Geographic Kids How a Seed Grows. Helene J. Jordan Handa's Surprise. Eileen Browne Oliver's Fruit Salad. Vivianne French and Alison Bartlett Eating the Alphabet. Lois Ehert Planting a Rainbow. Lois Ehert From Seed to Plant. Gail Gibbons The Tiny Seed. Eric Carle Tree. Britta Teckentrup Van Gogh and the Post-Impressionists for Kids. Carol Sabbeth Camille and the Sunflowers. Laurence and Anholt</p>				
<p><b>Visits / Visitors</b></p>	<p><b>UW and CL: Visit to The London Aquarium Sea Life</b> <a href="https://www.visitsealife.com/london/">https://www.visitsealife.com/london/</a> <b>Computing: Visit to Camden Learning Centre (CLC)</b> <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a> Camden City Learning Centre, Charrington Street, London NW1 1RD</p>							<p><b>Choose from :</b> <b>Thegardencentre</b><a href="http://www.camdengardencentre.co.uk/">http://www.camdengardencentre.co.uk/</a> <b>Local area walks</b><a href="https://www.camden.gov.uk/camden-health-walks">https://www.camden.gov.uk/camden-health-walks</a> <b>Gray's inn walk gardens</b> <a href="https://www.graysinn.org.uk/the-inn/the-">https://www.graysinn.org.uk/the-inn/the-</a></p>				

							<a href="https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/wildlife-and-nature/Pages/default.aspx">estate/thewalks</a> <b>Wildlife and nature—Hampstead Heath</b> <a href="https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/wildlife-and-nature/Pages/default.aspx">https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/wildlife-and-nature/Pages/default.aspx</a>				
<b>Physical Development</b>	Gymnastics Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 2 Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.						Dance Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 3 Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.				
<b>Expressive Arts &amp; Design</b>	Developing printing skills Print making Music – Performance Art: Whole class, large groups, small, or individual. Children matching or following a melody's, songs or dance.						Developing painting skills Painting with focus on different artists/ painters Music – Performance Art: large groups, small, or individual. Children replicating, following or making a melody, songs or dance.				
<b>Computing</b>	Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.  Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP  A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate.  Programs & Apps: Espresso, 2simple software, 2paint program Busy things. Typing skills using writing program. Websites: BBC Schools, Phonics play, National Geographic.						Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum.  Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP  A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate.  Programmes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, Navigating the web, National Geographic.				
<b>R.E. - Catholic</b>	Branch 3: Galilee to Jerusalem						Branch 4: Desert to Garden				
<b>Music</b> Spring 1: Unit 3 Rhythm  Spring 2: Unit 4 Pitch	Unit 3 Rhythm vs pulse	Rhythms	Rhythm symbols and patterns	Rhythm notation	Reading and writing rhythmic notation	Improvising rhythms	Unit 4 What is pitch?	Combine:  Lesson 2: High Sounds  Lesson 3: Low sounds	Following the pitch	Changing the pitch	Creating high and low sounds

Topic	Minibeasts						Week 7	Journeys and Transport				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 8	Week 9	Week 10	Week 11	Week 12
<b>Topic Focus</b>	Slimy Snails	Buzzing Bees	Spinning Spiders	Beautiful Butterflies and Crawling Caterpillars		Personal Journeys (favourite holidays)		Ways to travel -land	Ways to travel -on water		Ways to travel -air	Destinations: Places we can travel to (related to children)
<b>Role Play Area</b>	Inside – Minibeast Laboratory Outside – Home Additional Theme: The Garden (alongside the home link to looking after minibeasts outside)							Inside – The Travel Agents / The Train station /Rocket Outside – Home Additional Theme: The seaside				
<b>Literacy Reading &amp; Comprehension</b>  <b>Core Books</b>	Snail Trail	The Bee book National Geographic Non-fiction books	The Very Busy Spider	2 Week Block Main text: The Very Hungry Caterpillar		The Journey home from Grandpas		How will we get to the beach?	2 Week Block Mr Gumpy's outing		Whatever next!	Rosie's Walk Mapping
<b>Schools following Read, Write, Inc Reading &amp; Comprehension</b>  <b>Word reading (Phonics)</b>	RWI Assessment 4 reassessment for attainment groups Reading practice– everyday groups reading with adults. Reading practice – Children's books changed once a week Guided writing in groups daily- Children practice longer pieces of writing Phonics – Read Write Inc. –Daily speed sounds Lesson & Ditty 5x per week M-F Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book 1 RWI storybook and 2 RWI guided reading books.							RWI Assessment 5 reassessment for attainment groups Reading practice– everyday groups reading with adults. Reading practice – Children's books changed once a week Guided writing in groups daily-- Children practice longer pieces of writing Phonics – Read Write Inc. Daily speed sounds Lesson & Ditty 5x per week Phonics – Read Write Inc. –Read with fluency & show confidence with word reading. Read own writing. Homework- Children take home 1 sharing book 1 RWI storybook and 2 RWI guided reading books.				
<b>Schools following Little Wandle Reading &amp; Comprehension</b>  <b>Word reading (Phonics)</b>	Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression Phonics: Phase 4 Graphemes (Little Wandle Letters and Sounds Revised) Book of the day – Chosen by the children, read by the Teacher (displayed in the class library to be reread by children independently and by adults reading to children) Story Sack of the week Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily.							Reading Practice daily (with adults in 5 groups) – focusing on decoding, prosody and comprehension using books matched to Little Wandle phonics progression Phonics: Phase 4 Graphemes (Little Wandle Letters and Sounds Revised) Read own writing. Homework- Children take home 1 sharing book and the Little Wandle book that they have been reading in RP – daily.				
<b>Nursery Rhymes</b> www.wordsforlife.org.uk/songs	There was an old lady	Hickory dickory dock	Incey Wincey spider	Old Macdonald had a farm	Little Miss Muffet	London Bridge is falling down		The wheels on the bus	Row row row your boat	Zoom zoom zoom	The Grand Old Duke of York	I am a music man

						London's burning						
<b>Poetry recital</b>	The Grand Old Duke of York (traditional)											
<b>Personal, Social and Emotional</b>	<p>Continue reinforcing Golden Rules and learning the rules in the school and classroom.</p> <p>Structured Time table &amp; routines with flexibility for children to make independent choices.</p> <p>Children supported at lunchtimes to support eating &amp; healthy choices.</p> <p>Develop sense of responsibility and membership of their class and wider school community– Spaces for their work, spaces they can adapt and change within the environment, school councillors, prayer leaders etc.</p> <p>Self-Regulation- Self-help skills –using strategies to moderate their own and others feelings socially and emotionally. Zones of Regulation</p> <p>Rewarding children: smile chart, special mentions, head teacher's awards.</p> <p>Activities to develop relationships/making friends/dealing with conflict/sharing. –dialogic story time.</p>										<p>Continue reinforcing Golden Rules and learning the rules in the school and classroom.</p> <p>Structured Time table &amp; routines with flexibility for children to make independent choices.</p> <p>Develop sense of responsibility and membership of their class and wider school community– Spaces for their work, spaces they can adapt and change within the environment, school councillors, prayer leaders etc.</p> <p>Self-Regulation- Self-help skills –using strategies to moderate their own and others feelings socially and emotionally. Zones of Regulation</p> <p>High expectations for children following instructions, smile-chart, special mentions, head teacher's awards.</p> <p>Building and sustaining constructive &amp; respectful relationships</p> <p>Dealing with conflict &amp; sharing – Dialogic story time</p>	
<b>Writing</b>	Speaking and listening focus. Dfe Baseline Assessment	<p>Fine motor skills and Pencil grip</p> <p>Children independently writing their full names</p> <p>Mark making and emergent writing relating to the focus book of the week.</p> <p>Phonics – Ditty complete a sentence 3x per week M-W</p> <p>Handwriting 2x per week. Th&amp;F</p> <p>Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week.</p> <p>Choosing Independent activities each day linked to the core books of the week.</p> <p>Children write sentences with known sound-letter correspondences.</p> <p>Child initiated activity in The Hub – supports writing for a purpose.</p> <p>Celebration of children's independent writing at the end of each day</p>									<p>Fine motor skills and Pencil grip</p> <p>Alphabet and letter formation.</p> <p>Children independently writing their full names</p> <p>Phonics – Ditty complete a sentence 3x per week M-W</p> <p>Handwriting 2x per week. Th&amp;F</p> <p>Adult directed writing activity – Each child produces 2 pieces per week linked to book of the week.</p> <p>Choosing/Independent activities each day linked to core books of the week.</p> <p>Children write sentences with known sound-letter correspondences.</p> <p>Child initiated activity in The Hub – supports writing for a purpose.</p> <p>Celebration of children's independent writing at the end of each day</p>	
<b>Communication and language</b>	Dev. Matters CL&U Observation checkpoints 3&4 year Children olds	<p>Teachers continue to Promote and model active listening</p> <p>Expect social phrases Good morning, Good afternoon etc.</p> <p>New vocabulary introduced via objects, pictures and photographs</p> <p>Vocabulary wall showing previously used vocabulary and reviewed in contexts.</p> <p>Engage in conversations between people and characters</p> <p>Children talk and articulate their ideas using connectives.</p> <p>Teachers model accurate grammar with more complex sentences. Narration of events and actions.</p> <p>Exact repetition of words in stories and some in their own words.</p> <p>Teachers ask open questions</p> <p>Children have opportunities throughout the day to read and share books fiction&amp; Non-fiction to each other and others from the class library.</p>									<p>Teachers continue to Promote and model active listening</p> <p>New vocabulary introduced via objects, pictures and photographs</p> <p>Vocabulary wall showing previously used vocabulary and reviewed in contexts.</p> <p>Engage in conversations between people and characters</p> <p>Children talk and articulate their ideas using connectives. Teachers model accurate grammar with more complex sentences. Narration of events and actions.</p> <p>Exact repetition of words in stories and some in their own words.</p> <p>Teachers ask open questions</p> <p>Children have opportunities throughout the day to read and share books fiction&amp; Non-fiction to each other and others from the class library.</p> <p>Stories re-read to children to develop a deep familiarity text, knowledge and vocabulary.</p>	

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		<p>Story time 3x per day Morning, lunchtime and home time. Stories re-read to children to develop a deep familiarity text, knowledge and vocabulary. Core books displayed in the class library.</p>				<p>Story time 3x per day Morning, lunchtime and home time. Traditional and Modern stories. Oral stories.  Core books displayed in the class library.</p>				
<b>Mathematics White Rose Maths</b>	<p>Number: Building numbers to 10 and beyond Counting patters to 10 and beyond</p>	<p>Spatial reasoning 1: Match rotate manipulate.</p>	<p>Number: Adding more &amp; taking away</p>	<p>Spatial reasoning 2: Compose &amp; Decompose:</p>	<p>Number: Patterns Doubling</p>		<p>Number: Grouping Even and Odd</p>	<p>Spatial reasoning 3: Visualise and build</p>	<p>Number: Patterns and relationships</p>	<p>Spacial reasoning 4 mapping</p>
Core Maths books	<p>Jack the builder by stuart J Murphy One Moose 20 mice</p>	<p>1 is a snail 10 is a crab by AS</p>	<p>When one doesn't belong by Christopher Danielson</p>	<p>A new house for Mouse by Petr Horacek</p>	<p>1 is a snail 10 is a crab by April sayer</p>		<p>A new house for Mouse by Petr Horacek</p>	<p>A dozen ducklings lost and found</p>	<p>Snail trail by Jo saxton</p>	
<b>Understanding the World</b>	<p>Daily Weather Chart -Days of the week, date &amp; year. Note and record the effect of seasonal changes. Contrasting environments –Regional &amp; National Current topic books read aloud to extend children’s knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Local walks to understand special places and members of their community Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Sensory Explorations touch, sight, smell, taste &amp; sound Collins snap science Investigation: What am I made of? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Children &amp; parents encouraged to participate in ‘show &amp; tell’</p>				<p>Daily Weather Chart -Days of the week, date&amp; year. Note and record the effect of seasonal changes. Contrasting environments –Regional &amp; National Current topic books read aloud to extend children’s knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of road, town the school is located aerial view &amp; maps local walks to understand special places and members of their community Activities linked to topic focus – 1x piece of work per child per week Investigation Focus: Food Cooking for a Celebration Collins snap science investigation: Which hat is best to wear today? Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.</p>					
<b>Understanding the World Core Books</b>	<p>Resource: Snap Science Collins Teaching Framework Foundation The Snail Trail. Ruth Brown The Bee Book. DK BEE. Patricia Hegarty and Britta Teckentru Minibeasts: Ladybirds First Fabulous Facts. Jacqueline Crupi Superworm. Julia Donaldson and Axel Scheffler National Geographics Kids: Spiders. National Geographics Kids: Caterpillar to Butterfly. Our Amazing World: Spiders. Kay de Silva A Butterfly is Patient. Diana Ashton Aaarrggh, Spider! Lydia Monks</p>				<p>Resource: Snap Science Collins Teaching Framework Foundation My First Book of Transportation. Collins Lost and Found. Oliver Jeffers Mrs Armitage on Wheels. Quentin Blake Room on the Broom. Julia Donaldson The Hundred Decker Bus. Mike Smith A Journey Through Transportation. Carl Johanson Oi Get Off Our Train. John Burnington All Kinds of Cars. Carl Johanson Just Imagine. Nick Sharratt and Pippa Godhart At the Beach. National Geographic Kids</p>					

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							I am Amelia Earhart. Brad Meltzer On the Train Shine- a -Light Book. Carron Brown				
<b>Visits / Visitors</b>	<b>UW and CL: Visit to Camley Street Nature Park</b> <a href="https://www.wildlondon.org.uk/reserves/camley-street-natural-park">https://www.wildlondon.org.uk/reserves/camley-street-natural-park</a>						<b>Computing: Visit to Camden Learning Centre (CLC)</b> <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a> Camden City Learning Centre, Charrington Street, London NW1 1RD <b>The Transport Museum</b>				
<b>Physical Development</b>	Gymnastics Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 4 Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Pencil grip to develop an accurate and fast handwriting style Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.						Dance Unit 2 (The PE Hub lesson plans – www.thepehub.co.uk) Physical Literacy Unit 5 Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Pencil grip to develop an accurate and fast handwriting style Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty.				
<b>Expressive Arts &amp; Design</b>	Developing 3D Modelling skills Focus on techniques for joining materials. Music – Performance Art: Whole class, large groups, small, or individual. Children copy, match or follow a melody's, songs or choreographed dance.						Developing Collage skills Painting with focus on different artists/ painters Music – Performance Art: large groups, small, or individual. Children create a melody, songs or choreographed dance from learnt techniques.				
<b>Computing</b>	Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum. Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate. Programes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic.						Continuous provision - Children use technology to explore, enhance solve problems and produce intended creative outcomes across all areas of the EYFS Curriculum. Basic keyboard and mouse skills Vocabulary - Positional Language Online safety- Smartie the penguin PP A variety of electronic devices such as digital cameras, toys, remote controlled cars, walkie-talkies and beebots. Roleplay areas reflect current topic and include suitable electronic devices as appropriate. Programes & Apps: Espresso, 2simple software, Busy things. Websites: BBC Schools, Phonics play, National Geographic				
<b>R.E. - Catholic</b>	Branch 5: To the ends of the earth						Branch 6: Dialogue and Encounter				
<b>Music</b> Summer 1: Unit 5 Contrasts  Summer 6: Unit 6 Musical devices	<b>Unit 5</b> Rhythm	Pitch	Dynamics	Articulation	Melody	Timbre	<b>Unit 6</b> Conjunct melodies	Disjunct melodies	Imitation	Sequence	Riffs

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	Narrative – retelling stories with repeating pattern The Story Tree (Hugh Lupton)			Narrative- stories in familiar settings Beegu (Alexis Deacon)			Whole School Project Week	<b>Poetry</b> The Worm (Ralph Bergengren)	<b>Narrative and Poetry</b> Aaaaaarrgh Spider! (Lydia Monks)		<b>Narrative – retelling Nativity</b> Linked to RE unit 'Advent/Christmas- waiting		
<b>Phonics Schools following Read Write Inc</b>	Read Write Inc												
<b>Phonics Schools following Little Wandle</b>	Little Wandle programme daily												
<b>Story Time</b>	Dear Zoo, Rod Campbell Where's Spot, Eric Hill	Ten Little Fingers and Ten Little Toes, Mem Fox and Helen Oxenbury The Very Hungry Caterpillar, Eric Carle	Each Pear Pear Plum, Janet and Alan Ahlberg The Elephant and the Bad Baby, Raymond Briggs	The Tiger Who Came to Tea, Judith Kerr	Little Mouse's Big Book of Fears, Emily Gravett	I Will Not Ever Never Eat a Tomato, Lauren Child		Dogger, Shirley Hughes	Lost and Found, Oliver Jeffers	Room on the Broom, Julia Donaldson	Gorilla, Anthony Browne	The Snowman, Raymond Briggs	
<b>Poetry recital</b>	Incey Wincey Spider (traditional)												
<b>Maths</b>	Number: Place value (within 10)				Number: Addition & Subtraction (within 10)			Number: Addition & Subtraction (within 10)				Geometry: Shape	
<b>R.E. - Catholic</b>	Branch 1: Creation and Covenant							Branch 2: Prophecy and Promise					
<b>Visits / Visitors</b>	<b>History: Visit to local underground and overground stations different trains and see other transport along the way eg. Pupils are walking, cars, buses, motorbikes on the road, planes in the sky (a boat on the canal if they pass it!)</b>							<b>Science: Visitor Zoo 4 U, a range of animals brought into school</b> <a href="https://www.zoo4you.co.uk/">https://www.zoo4you.co.uk/</a>					
<b>Science</b>	<b>Plants</b> We are learning to observe and compare	<b>Plants</b> We are learning to identify parts of a plant	<b>Plants</b> We are learning to investigate what plants need to grow	<b>Plants</b> We are learning to explain what plants need to grow	<b>Seasonal Change 1</b> We are learning to observe and describe	<b>Seasonal Change 2</b> We are learning to observe how trees change		<b>Animals, including humans</b> We are learning to identify and	<b>Animals, including humans</b> We are learning to identify carnivores,	<b>Animals, including humans</b> We are learning to observe how	<b>Animals, including humans</b> We are learning to identify which	<b>Seasonal Change 3</b> We are learning to investigate the seasons	

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	trees around us				the different seasons	over the year		name animals	herbivores and omnivores.	different animals move.	animals people can keep as pets.		
<b>History</b> Changes within living memory - <i>Transport</i>	We are learning to know the timeline of types of transport	We are learning to understand how trains have changed over time	We are learning to understand how cars have changed over time	We are learning to understand how planes have changed over time	We are learning to understand how boats have changed over time	We are learning to explain ways that transport has changed over time		Taught in 1 <sup>st</sup> half of term					
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term							We are learning to understand that the Earth is one of 8 planets	We are learning to understand day and night	We are learning to understand the importance of water	We are learning to understand where we find mountains and rivers.	We are learning to understand what makes our planet special	
<b>Art and design</b>	<b>Drawing (Key Skills and Techniques)</b> We are learning to draw our school environment from experience and memory.	We are learning to draw natural objects from observation.	We are learning to draw buildings.	We are learning to draw portraits.	We are learning to draw objects.			<b>Painting (Water)</b> We are learning to make different shades of one paint colour.	We are learning to understand how primary colours mix to make secondary colours.	We are learning to explore ways of using paint brushes.	We are learning to represent water using paint.	We are learning to paint images using watercolours	
<b>DT</b>	Structures (Homes)												
<b>PE</b>	Attack Defend Shoot Unit 1 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )							Attack Defend Shoot Unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )					
<b>PSHCE in addition to weekly lessons</b>	Whole School Project Week-Equalities Week Anti-Bullying Week												
<b>PSHCE weekly lesson</b>	To understand how to keep teeth healthy (Health and prevention)	To understand the importance of food (Healthy Eating)	To understand some basic hygiene principles (Health and prevention)	To learn about what can go into our bodies and how it can make people feel (Drugs,	To learn the importance of sleep as part of a healthy lifestyle and the impact device use	To learn about how germs are spread, how we can prevent them spreading		Taught in 1 <sup>st</sup> half of term					

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				alcohol and tobacco)	can have on sleep (Mental wellbeing) (Health and Prevention)	and people who help us stay healthy and well (Health and prevention) (Physical health and fitness)							
<b>Computing</b>	Taught in 2 <sup>nd</sup> half of term							<b>Creating media-Digital writing</b> We are learning to use a computer to write.	We are learning to add and remove text on a computer	We are learning to identify that the look of text can be changed on a computer	We are learning to make careful choices when changing text.	We are learning to explain why I used the tools that I chose.	We are learning to compare writing on a computer with writing on paper.
<b>Spanish</b>	Greetings	What is your name	Phonics	Phonics	Numbers 1-5	How old are you?		Colours	Colours	Animals	Animals	Retrieval Practice	Christmas
<b>Music</b> Autumn 1: <b>Unit 1 Pulse</b>  Autumn 2: <b>Unit 2 Timbre</b>	<b>Unit 1</b> To understand pulse	Creating simple patterns	Underst how sound is represented by symbols	Physicalising pulse in different ways	Maintaining pulse and identifying strong beats	Identifying tempo		<b>Unit 2</b> Different ways to use your voice	Different ways to use your body	High and low sounds	Loud and quiet sounds	Instruments of the orchestra	
<b>Food Tech</b>	Berry red smoothie												

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# Catholic Partnership Curriculum Map Y1 Curriculum Map Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	<b>Comp</b>	<b>Assessment</b> <b>Non-fiction - Information Texts</b> Spiders (Rebecca Gilpin) Animal Lives Spiders (Sally Morgan)				<b>Poetry</b> The Puffin Book Of Fantastic First Poems (June Crebbin)	Whole School Project Week	<b>Narrative</b> The Snail and The Whale (Julia Donaldson)		<b>Narrative – recounts and retelling</b> No Dinner! (Jessica Souhami)			
<b>Phonics for schools following Read, Write, Inc</b>	<b>Read Write Inc</b>												
<b>Phonics for schools following Little Wandle</b>	<b>Little Wandle programme daily</b>												
<b>Story Time</b>	We're Going on a Bear Hunt, Michael Rosen	Hairy Maclary from Donaldson's Dairy, Lynly Dodd	Not Now, Bernard, David McKee	Where the Wild Things Are, Maurice Sendak	The Jolly Postman, Janet and Alan Ahlberg	I Want My Hat Back, Jon Klassen		The Cat in the Hat, Dr Seuss	Meg and Mog, Helen Nicholl	Would you Rather, John Burningham	Princess Smartypants, Babette Cole	I Want My Potty, Tony Ross	
<b>Poetry recital</b>	Row, Row, Row Your Boat (traditional)												
<b>Maths</b>	Number: Place Value (within 20)			Number: Addition & Subtraction (within 20)					Number: Place Value (within 50)	Measurement: Length and Height		Measurement: Weight and Volume	
<b>R.E. - Catholic</b>	Branch 3: Galilee to Jerusalem								Branch 4: Desert to Garden				
<b>Visits / Visitors</b>	<b>Computing: Visitor from Camden Learning Centre (CLC), 'Programming- introduction to animation' workshop</b> <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a>								<b>Science: Visit to Hampstead Heath, Plant Detectives workshop</b> <a href="https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx">https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx</a> Parliament Hill Fields, Gospel Oak, London NW5 1LT				
<b>Science</b>	<b>Everyday Materials</b> We are learning to identify	<b>Everyday Materials</b> We are learning to identify	<b>Everyday Materials</b> We are learning to identify and	<b>Everyday Materials</b>	<b>Seasonal Change 4</b>	<b>Seasonal Change 5</b> We are learning to		<b>Everyday Materials</b> We are learning to recognise	<b>Everyday Materials</b> We are learning to describe how the same type of	<b>Everyday Materials</b> We are learning to identify and describe the physical	<b>Everyday Materials</b> We are learning to investigate	<b>Everyday Materials</b> We are learning to explore the	

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	and name a variety of everyday materials – wood, plastic, metal	and name a variety of everyday materials - rock, brick, glass	name paper in a variety of form	We are learning to identify a variety of fabrics	We are learning to observe, describe and compare the changing seasons of the year	describe the weather and how it varies at different seasons of the year		that most objects are made from more than one material	object can be made using different materials	properties of a selection of materials	the stretchiness and flexibility of selected materials	properties of absorbency and waterproofing
<b>History</b> Changes within living memory - <i>Shopping</i>	We are learning to know the time and place of shopping through time	We are learning to understand how what shops looked like has changed through time	We are learning to understand how people being served in shops has changed through time	We are learning to understand how deliveries of food has changed over time	We are learning to understand how food has changed over time	We are learning to explain similarities and differences in shopping over time		Taught in 1 <sup>st</sup> half of term				
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term							We are learning about the different types of weather in the UK	We are learning how to record weather	We are learning about extreme weather	We are learning about seasons (field trip – related to)	We are learning to find out where the coldest and hottest parts of the world are
<b>Art and design</b>	<b>Sculpture (Chinese New Year)</b> We are learning to investigate three-dimensional shapes.	We are learning to investigate three-dimensional shapes used in Chinese New Year celebrations	We are learning to design a sculpture.	We are learning to construct a former using papier mâché.	We are learning to model form.			<b>Printing (Printing in Clay and on Paper)</b> We are learning to hand print in clay.	We are learning to finger print on paper.	We are learning to print objects in clay.	We are learning to print on paper and use paste to print.	We are learning to print using blocks.
<b>DT</b>	Mechanical Systems (Fire Engines)											

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<b>PE</b>	Gymnastics Unit 1 and unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )							Dance Unit 1, unit 2 and unit 3 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )					
<b>PSHCE in addition to weekly lesson</b>	Whole School Project Week- Keeping Safe Studies												
<b>PSHCE-Weekly lesson</b>	To identify the qualities of a good friend (Caring friendships)	To explain the importance of compliments (Caring friendships)	To recognise positive qualities in themselves. (Respectful relationships)	To recognise achievements (Caring friendships)	To identify the qualities of a good friend. (Caring friendships)	To be able to identify different behaviours which might be bullying. (Respectful relationships) (Mental wellbeing)		Taught in 1 <sup>st</sup> half of term					
<b>Computing</b>	Taught in 2 <sup>nd</sup> half of term							To identify and use technology	To develop mouse skills	To use a computer keyboard	To develop keyboard skills	To use a computer responsibly	
<b>Spanish</b>	Shapes	Shapes and Colours	Days of the week	Days of the week	Retrieval Practice	Retrieval Practice		Our Bodies	Our Bodies	Our Face	Numbers 1-10	Retrieval Practice	Easter Celebration
<b>Music</b> Spring 1: Unit 3 Rhythm  Spring 2: Unit 4 Pitch	Unit 3 Rhythm vs pulse	Rhythms	Rhythm symbols and patterns	Rhythm notation	Reading and writing rhythmic notation	Improvising rhythms		Unit 4 What is pitch?	Combine: Lesson 2: High Sounds  Lesson 3: Low sounds	Following the pitch	Changing the pitch	Creating high and low sounds	
<b>Food Tech</b>	Flatbreads with tomato topping												

# Catholic Partnership Curriculum Map Y1 Curriculum Map

## Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Comp	Author study Quentin Blake		Narrative - Fantasy Where the Wild Things Are (Maurice Sendak)			Whole School Project Week	Poetry The Puffin Book Of Fantastic First Poems (June Crebbin)		Non-Fiction Our Street – linked to Geography topic			
Phonics For schools following Read Write Inc	Read, Write, Inc												
Phonics for schools following Little Wandle	Little Wandle programme daily												
Story Time	Dinosaurs and All That Rubbish, Michael Forman	Dear Mother Goose, Michael Rosen	Grandad's Island, Benji Davies	The Enormous Crocodile, Roald Dahl	Mr Majeika, Humphrey Carpenter			Lion at School and other stories, Philippa Pearce		The Hodgeheg, Dick King-Smith			
Poetry recital	We're Going on a Bear Hunt by Michael Rosen												
Maths	Number: Multiplication and Division			Number: Fractions		Geometry: position and direction		Number: Place value (within 100)		Measurement: Money	Measurement: Time		
R.E. - Catholic	Branch 5: To the ends of the Earth								Branch 6: Dialogue and Encounter <b>Visit from Judaism in Schools</b>				
Visits / Visitors	<b>Science: Visitor from CRICK, 'What's in the bag?' workshop</b> <a href="https://www.crick.ac.uk/partnerships/education-outreach">https://www.crick.ac.uk/partnerships/education-outreach</a> <b>History: Visit out of school – local area walk to look at older homes (Victorian, Georgian) and newer homes (post-war and new builds)</b>								<b>Science: Visit - a Canal Boat Trip including local area walk</b> <b>Geography: Visit – Local area walk</b> <b>Visit from Judaism in Schools</b>				
Science	<b>Seasonal Change/ Plants 6</b> We are learning to observe and describe seasonal change (Spring) Plant bean seeds	<b>Animals, including humans</b> We are learning to identify and name parts of our body (outside parts e.g. leg, knee, ankle)	<b>Animals, including humans</b> We are learning to identify and name parts of our body (inside parts e.g. heart)	<b>Animals including humans</b> We are learning to investigate our senses - smell	<b>Animals including humans</b> We are learning to describe, compare and group different edible materials by using the sense of taste	<b>Animals including humans</b> We are learning to identify, compare and group the sounds collected during a sound walk		<b>Animals including humans</b> We are learning to describe how our sense of touch helps us to learn about the world around us	<b>Animals including humans</b> We are learning to investigate our senses - sight	<b>Plants</b> We are learning to name wild and garden plants	<b>Plants</b> We are learning to investigate the growth of our bean seeds.	<b>Seasonal Change 7/ Plants</b> We are learning to observe and describe seasonal change (Summer)	

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<b>History</b> Local History: Homes and schools where we live	We are learning to know the time and place of homes and schools in our local area	We are learning to identify older and newer homes	We are learning to identify older and newer homes in our local area (Local area walk)	We are learning to understand how the inside of homes have changed over time	We are learning to understand how our school has changed over time	We are learning to explain ways that homes and schools in our local area have changed over time	Taught in 1 <sup>st</sup> half of term					
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term											
<b>Art and design</b>	<b>Collage and Textiles (Materials and their Properties)</b> We are learning to explore materials.	We are learning to sort and describe materials.	We are learning to understand where wool comes from.	We are learning to explore fabric.	We are learning to make a collage		<b>Digital Media (Drawing Digital Pictures)</b> We are learning to mark-make using computers.	We are learning to explore shape, colour and pattern using computers.	We are learning to explore surface texture.	We are learning to use music to inspire our art.		We are learning to respond to the work of an artist.
<b>DT</b>	Structures (Wacky Windmills)											
<b>PE</b>	Hit, catch , run unit 1 and unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )						Run Jump Throw Unit 1 and 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )					
<b>PSHCE</b>	Taught in 2 <sup>nd</sup> half of term						<b>RHSE</b> KS1, Module 1, Unit 3, Session 1 Feelings, likes and dislikes (TT)	<b>RHSE</b> KS1, Module 1, Unit 3, Session 3 Super Susie gets angry (TT)	<b>RHSE</b> KS1, Module 1, Unit 2, Session 3 & 4 Clean and Healthy (Slides 9-	<b>RHSE</b> KS1, Module 2, Unit 2, Session 1 Special People (TT)	<b>RHSE</b> KS1, Module 1, Unit 4, Session 1 The Cycle of Life (TT)	

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										12 only (TT)			
<b>Computing</b>	<b>Programming a moving robot.</b> To explain what a given command will do.	To act out a given word.	To combine forwards and backwards commands to make a sequence.	To combine four direction commands to make sequences.	To plan a simple program.	To find more than one solution to a problem.		CLC Visit					
<b>Spanish</b>	Food	Food	Food	The Weather	The Weather	Retrieval Practice		Family	Family	Feelings	Feelings	Retrieval Practice	Retrieval Practice
<b>Music</b> Summer 1: Unit 5 Contrasts  Summer 6: Unit 6 Musical devices	<b>Unit 5</b> Rhythm	Pitch	Dynamics	Articulation	Melody	Timbre		<b>Unit 6</b> Conjunct melodies	Disjunct melodies	Imitation	Sequence	Riffs	
<b>Food Tech</b>	Potato Salad												

# Catholic Partnership Curriculum Map **Y2 Curriculum Map** Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	<b>Narrative Unit</b> The Tiger Who Came To Tea (Judith Kerr)			<b>Poetry</b> The Works (Paul Cookson)		<b>Non-Fiction</b> Non chronological report (living things and their habitats)	Whole School Project Week	<b>Non-Fiction</b> Non chronological report	<b>Narrative</b> Traction Man is Here (Mini Grey)			<b>Comp Nativity rehearsals</b>	
<b>Phonics for schools following Read Write Inc</b>	<b>Read Write Inc</b>												
<b>Phonics for schools following Little Wandle</b>	<b>Little Wandle programme daily (Phase 5 review)</b>								<b>Little Wandle programme daily (Bridge to Spelling)</b>				
<b>Story Time</b>	Amazing Grace, Mary Hoffman		The Sheep Pig, Dick King-Smith			The True Story of the Three Little Pigs, Jon Scieszka			A Bear Called Paddington, Michael Bond		Astrix the Gaul, Renné Goscinny		
<b>Poetry recital</b>	Leap Like a Leopard by John Foster												
<b>Maths</b>	Number: Place value			Number: Addition & subtraction					Number: Addition & subtraction		Geometry: Shape		
<b>R.E. - Catholic</b>	Branch 1: Creation and Covenant								Branch 2: Prophecy and Promise				
<b>Visits / Visitors</b>	<b>Visit the Jewish Museum/ Jewish visitor workshop from Judaism for Schools</b> <b>History: Visitor in school from History Off the Page, 'Great Fire of London' workshop</b> <a href="https://www.historyoffthepage.co.uk/courses/great-fire-london/">https://www.historyoffthepage.co.uk/courses/great-fire-london/</a>								<b>Science: Visitor in school from Francis Crick institute 'Journey of the Germ workshop'</b> <a href="https://www.crick.ac.uk/partnerships/education-outreach/">https://www.crick.ac.uk/partnerships/education-outreach/</a> <b>Geography: Hampstead Heath – Mad about Maps OR Hyde Park Education – Maps and Orienteering</b>				
<b>Science</b>	<b>Plants</b> We are learning to identify and	<b>Plants</b> We are learning to ask questions about how	<b>Plants</b> We are learning to observe how	<b>Plants</b> We are learning to describe how	<b>Plants</b> We are learning to perform a simple test to find out what	<b>Plants</b> We are learning to use our observations to			<b>Living things and their habitats</b> We are learning	<b>Living things and their habitats</b> We are learning	<b>Living things and their habitats</b> We are learning to describe a food chains	<b>Living things and their habitats</b> We are learning to describe how plants and	<b>Living things and their habitats</b> We are learning to explore the differences

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	compare different seeds.	plants grow.	seeds germinate	seeds germinate	plants need to stay healthy	explain what plants need to stay healthy		to identify ways in which living things are suited to their habitat	to investigate a habitat and how animals have adapted to suit this environment.		animals in a habitat depend on each other.	between things that are living, dead, and things that have never been alive
<b>History</b> Important events in the history of Britain	We are learning to know the time and place of important events in history	We are learning to know the events of the Gunpowder Plot	We are learning to explain why we have Bonfire Night	We are learning to know the events of the Great Fire of London	We are learning to explain why we have Remembrance Day	We are learning to explain 3 important events in the history of Britain	Taught in 1 <sup>st</sup> half of term					
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term						We are learning to use simple maps	We are learning to understand aerial views	We are learning to make simple maps	We are learning to understand that the UK is made up of 4 countries	We are learning to identify mountains and rivers of the UK	We are learning to understand what it is like at the coast
<b>Art and design</b>	<b>Drawing (Key Skills and Techniques)</b> We are learning to create pictures by drawing in continuous line.	We are learning to draw figures (people) in movement.	We are learning to draw buildings. (Resist effect technique).	We are learning to draw from observation.	We are learning to draw nature from memory.		<b>Painting (Nature)</b> We are learning to mix and apply paint in different ways.	We are learning to create the colour green.	We are learning to change the consistency of paint. We are learning to make paint darker and lighter.	We are learning to mix and match colours.	We are learning to contribute to shared painting.	
<b>DT</b>	Mechanical Systems (Moving Pictures)											
<b>PE</b>	Attack Defend Shoot Unit 1 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )						Attack Defend Shoot Unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )					
<b>PSHCE in addition</b>							Whole School Project Week-Equality Studies Anti-bullying week					

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<b>to weekly lesson</b>													
<b>PSHCE-weekly lesson</b>	To understand the benefits of eating at least 5 portions of fruit and vegetables (Healthy Eating)	To learn why medicines are taken (Drugs, alcohol and tobacco)	To learn where medicines come from (Drugs, alcohol and tobacco)	To identify what bullying is and how it makes people feel. (Respectful relationships)	To understand conflict and explain what to do when conflict arises. (Caring Friendships)	To know about different types of families. (Families and people who care for me)		Taught in 1 <sup>st</sup> half of term					
<b>Computing</b>	Taught in 2 <sup>nd</sup> half of term							<b>Computing systems and networks – IT around us</b> To recognise the uses and features of information technology.	To identify information technology in the home.	To identify information technology beyond school.	To explain how information technology benefits us.	To show how to use information technology safely.	To recognise that choices are made when using information technology.
<b>Spanish</b>	Phonics	Greetings	Feelings	Numbers 1-12	All about Me	Retrieval Practice		Colours	Shapes	Shapes and Colours	Animals	Animals	Christmas
<b>Music Autumn: Unit 7 Pulse and metre</b>	Understanding pulse		Creating simple patterns		Understanding how sound is represented by symbols			Physicalising pulse in different ways		Maintaining pulse and identifying strong beats		How many beats in a bar?	
<b>Food Tech</b>	Fruity Yoghurt Cups												

# Catholic Partnership Curriculum Map **Y2 Curriculum Map** **Spring Term**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	Comp	Narrative The Princess and the White Bear King (Tanya Robyn Batt)			Non-Fiction Non-chronological report on Remarkable people from the past (linked to history)		Whole School Project Week	Recounts (relating to real life experiences)	Non-Fiction Instructions How to keep a plant alive (linked to science)		Narrative Unit Man on the Moon (Simon Bartram)		
<b>Phonics for schools following Read Write Inc</b>	Read Write Inc												
<b>Phonics for schools following Little Wandle</b>	Little Wandle programme daily (Spelling Units)												
<b>Story Time</b>	The Queen's Nose, Dick King-Smith		Clarice Bean, That's Me, Lauren Child		The Story of Babar, Jean de Brunhoff				That rabbit belongs to Emily Brown, Cressida Cowell		Finn Family Moomintroll, Tove Jansson		
<b>Poetry recital</b>	30 Days Has September (traditional)												
<b>Maths</b>	Measurement: Money		Number: Multiplication and Division						Number: Multiplication and Division	Measurement: Length and Height		Measurement: Mass, Capacity and Temperature	
<b>R.E. - Catholic</b>	Branch 3: Galilee to Jerusalem								Branch 4: Desert to Galilee				
<b>Visits / Visitors</b>	<b>History: Visit to the Florence Nightingale Museum: A visit with Miss Nightingale workshop</b> <a href="https://www.florence-nightingale.co.uk/a-visit-with-miss-nightingale/">https://www.florence-nightingale.co.uk/a-visit-with-miss-nightingale/</a> <b>PSHCE: Visitor-The London Fire Brigade Fire Safety workshop</b>								<b>Computing: Visitor in school from Camden Learning Centre (CLC), Programming- An introduction to quizzes' workshop</b> <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a>  <b>Science: Visitor with a young baby</b>				
<b>Science</b>	<b>Uses of Everyday Materials</b> We are learning to identify objects made of	<b>Uses of Everyday Materials</b> We are learning to identify objects made of	<b>Uses of Everyday Materials</b> We are learning to explain	<b>Uses of Everyday Materials</b> We are learning to explore the suitability of a material –	<b>Uses of Everyday Materials</b> We are learning to explain how the	<b>Uses of Everyday Materials</b> We are learning to invent			<b>Animals, including humans</b> We are learning to understand that animals	<b>Animals, including humans</b> We are learning that animals have offspring which grow into adults (life cycle of a chicken)	<b>Animals, including humans</b> We are learning the needs of a human baby for survival	<b>Animals, including humans</b> We are learning to recognize the names of different animals' offspring.	<b>Animals, including humans</b> We are learning to describe how different

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	describe objects, including naming the material from which they are made	particular materials	if a material is a good choice for an object	fabric for dungarees	shapes of objects made from some materials can be changed.	creative and unusual uses for everyday materials		have offspring and a life cycle (eggs, chicks)				animals change as they grow.
<b>History</b> Famous women through history	We are learning to know the time and place of some famous women through history	We are learning to explain the changes that Florence Nightingale made to hospitals	We are learning to compare the lives and work of Mary Seacole and Florence Nightingale	We are learning to understand that Emmaline Pankhurst helped to win women the right to vote	We are learning to understand the huge contribution Marie Curie made to medicine	We are learning to explain how some famous women have influenced the world	Taught in 1 <sup>st</sup> half of term					
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term						We are learning to understand what a continent is and locate the 7 continents	We are learning to use an atlas to locate the five oceans	We are learning to understand what the climate and landscape are like at the two poles	We are learning to understand what the climate and landscape is like around the equator	We are learning to write a report comparing different environments in the world	
<b>Art and design</b>	<b>Sculpture (Under the Sea)</b> We are learning to explore clay.	We are learning to model with clay.	We are learning to apply clay techniques.	We are learning to apply clay techniques.	We are learning to paint on clay sculptures		<b>Printing (Roller and Ink Techniques)</b> We are learning to print using our finger.	We are learning to use a roller to print.	We are learning to blend two colours of ink.	We are learning to polyprint with ballpoint markings.	We are learning to use objects to print.	
<b>DT</b>	Structures (Kites)											
<b>PE</b>	Gymnastics Unit 1 and unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )						Dance Unit 1 and unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )					

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<b>PSHCE in addition to weekly lesson</b>	Whole School Project Week-Keeping Safe Studies Visitor-The London Fire Brigade												
<b>PSHCE-Weekly lesson</b>	To explore gender stereotypes in careers. (Respectful relationships)	To explore how life is different around the world. (Respectful relationships)	To recognise how it feels to be proud of someone else. (Respectful relationships)	To recognise and describe different feelings in themselves and others. (Mental wellbeing)	To learn that feelings change and that not everyone experiences the same feeling in the same situation. (Mental wellbeing)	Learn about 'big' feelings and how to manage them. (Mental wellbeing)		Taught in 1 <sup>st</sup> half of term					
<b>Computing Programming - Robot algorithms</b>	Taught in 2 <sup>nd</sup> half of term							To describe a series of instructions	To change the order of instructions	To predict the outcome of a program	To create and design an algorithm	To debug and algorithm	
<b>Spanish</b>	Retrieval Practice	Days of the Week	Months of the Year	Seasons	Family	Retrieval Practice		Our Bodies	Our Face	The School	Pencil Case	Retrieval Practice	Easter Celebrations
<b>Music Spring: Unit 8</b> Tempo, Dynamics, Timbre	Identifying tempo		High and low sounds		Loud and soft sounds Identifying tempo			Different ways to use the voice		Different ways to use instruments		Instruments of the orchestra	
<b>Food Tech</b>	Veggie Fajitas												

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English texts and genre	Author Study Anthony Browne			SATS practice/ assessments			Whole School Project Week	Narrative - extended stories/ <b>significant authors</b> The Magic Finger (read before unit starts) George's Marvellous Medicine (Roald Dahl)			Poetry - Calligrams/ List poems The Works (Paul Cookson)		
Phonics- for schools following Read Write Inc	Read Write Inc												
Phonics for schools following Little Wandle	Little Wandle programme daily (Spelling Units)												
Story Time	Diary of a Wimpy Kid, Jeff Kinney			Winnie the Pooh, A A Milne					The BFG, Roald Dahl			Pippi Longstocking, Astrid Lindgren	
Poetry recital	Summer Days by Anne English												
Maths	Number: Fractions			Measurement: time					Statistics		Geometry: Position and Direction	Consolidation	
R.E. - Catholic	Branch 5: To the ends of the Earth								Branch 6: Dialogue and Encounter <b>Visit from Judaism in Schools</b>				
Visits / Visitors	Science: Visit to Kew Gardens, 'Super spines and climbing vines: plants of the rainforest and desert' workshop <a href="https://www.kew.org/kew-gardens/school-visits">https://www.kew.org/kew-gardens/school-visits</a> Richmond, TW9 3AB Science: Visit from a dentist								Science: Visit to London Zoo, 'Hands on' or 'Lifecycles' workshops <a href="https://www.zsl.org/zsl-london-zoo/schools">https://www.zsl.org/zsl-london-zoo/schools</a> Outer Circle Regent's Park, London, NW1 4RY <b>Visit from Judaism in Schools</b>				
Science	<b>Animals, including humans</b> We are learning to explain that humans need good nutrition in order to grow/live well	<b>Animals, including humans</b> We are learning to recognise how often we should eat each type of food	<b>Animals, including humans</b> We are learning to explore the benefits of exercise	<b>Animals, including humans</b> We are learning to observe the effects of exercise and plan for regular exercise	<b>Animals, including humans</b> We are learning to describe how to keep our teeth clean	<b>Animals, including humans</b> We are learning to describe different ways to stay hygienic			<b>Plants</b> We are learning to research different seeds and bulbs	<b>Plants</b> We are learning to observe how plants grow	<b>Plants</b> We are learning how humans obtain food from plants	<b>Plants</b> We are learning to recognise what a plant needs to grow	<b>Plants</b> We are learning to understand that most living things are suited to the habitat in which they live
History Significant International	We are learning to know the time	We are learning to explain the achievements	We are learning to explain the achievements	We are learning to explain the achievements	We are learning to explain the achievements	We are learning to compare the achievements		Taught in 1 <sup>st</sup> half of term					



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<b>Spanish</b>	Food	Food	Food	The Weather	The Weather	Retrieval Practice		Family	Family	Feelings	Feelings	The date (retrieval of days and months)	Summer Story
<b>Music Summer: Unit 9 Rhythm</b>	Finding the pulse		Finding the pulse in a song		Exploring the difference between pulse and rhythm			Using symbols to represent sounds		Recognising musical symbols		Composing a rhythm	
<b>Food Tech</b>	Stuffed potato skins												

# Catholic Partnership Curriculum Map **Y3 Curriculum Map** Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	<b>Comp</b>	<b>Narrative</b> The Frog Prince Continued (Jon Scieszka)			<b>Narrative</b> Grace and Family (Mary Hoffman and Caroline Birch)		Whole School Project Week	<b>Narrative</b> Grace and Family	<b>Narrative</b> The Julian Stories (Ann Cameron) Comp		<b>Poetry</b> Hot Like Fire (Valerie Bloom)		
<b>Reading Lesson text</b>	The Frog Prince Continued... By John Scieszka			Grace and Family (Mary Hoffman and Caroline Birch)		The Julian Stories (Ann Cameron)				Hot like fire By Valerie Bloom (Poetry)			
<b>Story Time</b>	The Ice Bear (Jackie Morris) Ariki and the Giant Shark (Nicola Davies) A Dollop of Ghee and a Pot of Wisdom (Chitra Soundar) Ada Twist, Scientist (Andrea Beaty)							My Funny Family (Chris Higgins) Classic Fairy Tales (Berlie Doherty) The Little Black Fish (Samad Behrangji)					
<b>Poetry recital</b>	In a Dark, Dark Wood (traditional –anon)												
<b>Maths</b>	Number: Place value			Number: Addition and Subtraction				Number: Addition and Subtraction		Number: Multiplication and Division			
<b>R.E. - Catholic</b>	Branch 1: Creation and Covenant							Branch 2: Prophecy and Promise					
<b>Visits / Visitors</b>	<b>Science: Visit to Natural History Museum, 'Dino Scene Investigation' workshop</b> <a href="https://www.nhm.ac.uk/events/schools-dino-scene-investigation.html">https://www.nhm.ac.uk/events/schools-dino-scene-investigation.html</a> Cromwell Road, London, SW7 5BD <b>History: History Off The Page company visit, 'Early Man' workshop</b> <a href="http://www.historyoffthepage.co.uk">www.historyoffthepage.co.uk</a> <b>Visit the Jewish Museum/ Jewish visitor workshop from Judaism for Schools</b> <b>Financial skills for learning: Super Supper Challenge</b> <a href="mailto:educationteam@hsbc.com">educationteam@hsbc.com</a>							<b>English: Visitor in school - Author visit – Valerie Bloom</b> <a href="https://valeriebloom.co.uk/tag/school-visit/">https://valeriebloom.co.uk/tag/school-visit/</a> <b>Science: Visitor in school from Francis Crick institute, 'Sounds like fun' workshop</b> <a href="https://www.crick.ac.uk/partnerships/education-outreach">https://www.crick.ac.uk/partnerships/education-outreach</a>					
<b>Science</b>	<b>Rocks</b> We are learning to describe and compare the properties of different rocks	<b>Rocks</b> We are learning to classify rocks using a key	<b>Natural History Museum visit</b> <b>Rocks</b> We are learning to set up a fair test to find out which rocks absorb water.	<b>Rocks</b> We are learning to investigate how rocks change over time	<b>Rocks</b> We are learning to identify different fossils and explain what they are	<b>Rocks</b> We are learning to describe how fossils are formed		<b>Forces and Magnets</b> We are learning to identify how things move	<b>Forces and Magnets</b> We are learning to investigate how air can make things move	<b>Forces and Magnets</b> We are learning to compare how things move on different surfaces.	<b>Forces and Magnets</b> We are learning to investigate which materials are magnetic	<b>Forces and Magnets</b> We are learning to understand how magnets attract or repel each other.	

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<b>History</b> Stone Age Britain	We are learning to know the time and place of the Stone Age in Britain	We are learning to understand what life was like in the Palaeolithic and Mesolithic periods (hunter gatherers)	We are learning to understand what life was like in the Neolithic period (tools and farming)	We are learning to understand what life was like in the Neolithic period (homes) <b>History Off The Page 'Early Man' workshop</b>	We are learning to understand what stone circles, henges and barrows might have been used for	We are learning to explain how life changed from the Old Stone Age to the New Stone Age	Taught in 1 <sup>st</sup> half of term					
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term						We are learning to understand what the surface of the Earth's surface is like.	We are learning to understand what the landscape is like in the British Isles	We are learning to understand where we find water on Earth	We are learning to understand how water is recorded on a map	We are learning to understand different climates	We are learning to understand what it is like living in hot and cold places.
<b>Art and design</b>	<b>Drawing (Key Skills and Techniques)</b> We are learning to draw a cartoon strip.	We are learning to create and draw using our imagination.	We are learning to draw our school buildings.	We are learning to design a seat.	We are learning to draw portraits in the style of Arcimboldo.		<b>Painting (Patterns)</b> We are learning to explore making different patterns.	We are learning to explore making different patterns.	We are learning to create art using patterns and dots.	We are learning to contribute to a shared piece of art.		
<b>DT</b>	Mechanical Systems (Moving Monsters)											
<b>PE</b>	Invasion Games – Netball (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )						Invasion Games – Football (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )					
<b>PSHCE in addition to the weekly lesson</b>							Whole School Project Week-Equality Studies Anti-bullying week Finance Studies					
<b>PSHCE weekly lesson</b>	To understand what food groups make up meals. (Healthy Meals)	To explain how food choices can contribute to tooth decay. (Healthy Meals)	To learn about how feelings and emotions change and what helps people to feel good.	Learn about getting help, advice and support with feelings and emotions.	To develop an awareness and definition of bullying and unkindness. (Mental wellbeing)	To explore ways of resolving conflict. (Respectful relationships)	Taught in 1 <sup>st</sup> half of term					

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			(Mental wellbeing)	(Mental wellbeing)									
<b>Computing</b>	Taught in 2 <sup>nd</sup> half of term							<b>Creating media: Desktop publishing</b> To explain that animation is a sequence of drawings or photographs.	To relate animated movement with a sequence of images.	To plan an animation.	To identify the need to work consistently and carefully.	To review and improve an animation.	To evaluate the impact of adding other media to an animation
<b>Spanish</b>	Greetings and Phonics	All about me	Colours	Numbers 1-31	Numbers 1-31	Retrieval Practice		Days of the Week	Months of the Year	The date	Seasons	Retrieval Practice	Christmas
<b>Music</b>  Autumn 1: <b>Unit 1</b> <b>Pulse and Metre 1</b>  Autumn 2: <b>Unit 2</b> <b>Timbre 1</b>	<b>Unit 1</b> Understanding pulse and rhythm	Exploring 4 beats in a bar	Exploring 2 beats in a bar	Exploring 3 beats in a bar	Exploring 6 beats in a bar	Recognising time signatures		<b>Unit 2</b> Body percussion basics	Exploring different sounds	Combine: Lesson 3; Developing body percussion (Part 1)  Lesson 4: Developing body percussion (Part 2)	Composing a body percussion piece	Compose and perform your body percussion piece	
<b>Food Tech</b>	Tabbouleh Salad												

# Catholic Partnership Curriculum Map **Y3 Curriculum Map** **Spring Term**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	<b>Narrative</b> Mufaro's Beautiful Daughters (John Steptoe)				<b>Non-fiction</b> Reports about changes from the Stone Age to the Bronze Age (linked to history)		Whole School Project Week	<b>Non-fiction cont.</b>	<b>Narrative</b> Aesop's Fables		<b>Narrative creating stories</b> Adventure/mystery stories Superheroes		
<b>Reading Lesson text</b>	Mufaro's Beautiful Daughters (John Steptoe)				Stig of the Dump (Clive King)			Stig of the Dump cont.	Aesop's Fables				
<b>Story Time</b>	African Tales (Gcina Mhlophe) Charlotte's Web (E B White)							Arthur and the Golden Rope (Joe Todd-Stanton) How the Stars Came to Be (Poonam Mistry) Lob (Linda Newbery)					
<b>Poetry recital</b>	A Poem to be Spoken Silently by Pie Corbett												
<b>Maths</b>	Number: Multiplication and Division			Measurement: Length and Perimeter				Number: Fractions			Measurement: Mass and Capacity		
<b>R.E. - Catholic</b>	Branch 3: Galilee to Jerusalem							Branch 4: Desert to Garden					
<b>Visits / Visitors</b>	<b>Self-guided prehistoric Britain tour at the British Museum, using published materials</b> <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/visit-resource-prehistoric-britain">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/visit-resource-prehistoric-britain</a> <b>OR</b> <b>Virtual Visit online workshop form the British Museum</b> <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/digital-session-sutton-hoo-stories">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/digital-session-sutton-hoo-stories</a>							<b>Computing: Visitor from Camden Learning Centre (CLC), 'Creating media – Animation' workshop</b> <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a> <i>Camden City Learning Centre, Charrington Street, London NW1 1RD</i>			<b>RE: Visit to church for Stations of the Cross</b>		
<b>Science</b>	<b>Light</b> We are learning to explore how we need light to see things and why some things are easier to see than others	<b>Light</b> We are learning to investigate how light reflects off a mirror	<b>Light</b> We are learning to recognise that light from the sun can be dangerous and that there are ways to protect the eyes	<b>Light</b> We are learning to observe, describe and explain how shadows are formed	<b>Light</b> We are learning to observe, describe & explain how shadows size and shape can be changed	<b>Light</b> We are learning to observe, describe & explain how shadows size and shape can be changed		<b>Animals including humans</b> We are learning to identify the types of nutrition that humans need	<b>Animals including humans</b> We are learning to identify what different food groups humans need to stay healthy	<b>Animals including humans</b> We are learning to explain that humans and some animals have skeletons and muscles for support, protection and movement	<b>Animals including humans</b> We are learning to explain that humans and some animals have skeletons and muscles for support, protection and movement	<b>Animals including humans</b> We are learning to identify how muscles help us to move.	<b>Animals including humans</b> We are learning to identify how muscles help us to move.



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	vaccination, how the immune system functions and how they work to keep us healthy. (Health and Prevention)	that drugs (including medicines) can be harmful to people. (Drugs, alcohol and tobacco)	smoking tobacco and second-hand smoke. (Drugs, alcohol and tobacco)	challenge stereotyping about families. (Families and people who care for me)	friend (Caring friendships)	and what makes everyone unique and special. (Respectful relationships)							
<b>Computing</b>	Taught in 2 <sup>nd</sup> half of term							How does a digital device work?	How do digital devices help us?	How am I connected?	How are computers connected?	What does our school network look like?	
<b>Spanish</b>	My Family	Animals	Our bodies	Clothes 1	Clothes 2	Retrieval Practice		The school	Pencil case	Classroom	Living in a city	Retrieval Practice	Easter Celebrations
<b>Music</b> Unit 3 Rhythm 1  Spring 2: Unit 4 Pitch	<b>Unit 3</b> Understanding pulse and rhythm	Basic notation	Reading simple rhythms	Developing rhythm reading	Composing rhythms	Performing rhythms		<b>Unit 4</b> What is pitch?	Combine:  Lesson 2: High sounds  Lesson 3: Low sounds	Low and high sounds	Following the pitch	Creating high and low sounds	
<b>Food Tech</b>	Tip-top Tuna Tarts												

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English texts and genre</b>	<b>Non-fiction</b> Ancient Egyptians (linked to history)				<b>Author study – recounts</b> The Twits (Roald Dahl)		Whole School Project Week	<b>Author study cont.</b>	<b>Narrative - recounts</b> Diary of a Killer Cat (Anne Fine)			
<b>Reading Lesson text</b>	Non-fiction texts linked to Ancient Egyptians History unit				The Twits by Roald Dahl			The Twits cont.	Diary of a Killer Cat (Anne Fine)			
<b>Story Time</b>	Ronja the Robber's Daughter (Astrid Lindgren) Leon and the Place Between (Angela McAllister) The Real Boat (Marina Aromshtam)							Bill's New Frock (Anne Fine) The Day You Begin (Jacqueline Woodson)				
<b>Poetry recital</b>	On the Ning Nang Nong by Spike Milligan											
<b>Maths</b>	Number: Fractions		Measurement: Money		Measurement: Time			Measurement: Time	Geometry: Shape		Statistics	
<b>R.E. - Catholic</b>	Branch 5: To the ends of the Earth							Branch 6: Dialogue and Encounter <b>Visitor in school to talk about Islam</b>				
<b>Visits / Visitors</b>	<b>History: Visit to the British Museum – Excavation in Egypt workshop</b> <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/school-workshop-excavation-egypt">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/school-workshop-excavation-egypt</a>							<b>RE: Visit Wintershall: The life of Christ</b> <a href="https://www.wintershall.org.uk/life-christ-school-leaders">https://www.wintershall.org.uk/life-christ-school-leaders</a>				
<b>Science</b>	<b>Plants</b> We are learning to identify the different parts of a plant	<b>Plants</b> We are learning to explore what plants need to grow.	<b>Plants</b> We are learning to describe in detail the similarities and differences in a variety of roots, and to relate these to the function of roots	<b>Plants</b> We are learning to explain observations of water being transported in plants through the stem	<b>Plants</b> We are learning to make detailed observations of the similarities and differences in a variety of leaves, and relate these to the function of leaves	<b>Plants</b> We are learning to identify and compare parts of flowers and describe their functions		<b>Plants</b> We are learning to name the main stages of a flowering plant's life cycle	<b>Plants</b> We are learning to describe the process of insect pollination	<b>Plants</b> We are learning to explain methods of seed dispersal	<b>Plants</b> We are learning to create a dictionary of plant vocabulary	<b>Plants</b> We are learning to create a dictionary of plant vocabulary
<b>History</b> Ancient Civilisations: Egypt	We are learning to know the time and place of	We are learning to explain why the River Nile	We are learning to understand the religious	We are learning to understand how and why the	We are learning to understand how historians	We are learning to explain some of the		Taught in 1 <sup>st</sup> half of term				



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<b>Spanish</b>	Weather	Weather	Food	Food	Food	Retrieval Practice		Ways of transportation	Ways of Transportation	Sports	Feelings	Summer	Retrieval Practice
<b>Music</b> <b>Unit 5</b> <b>Texture</b>  <b>Summer 2:</b> <b>Unit 6</b> <b>Musical processes</b>	<b>Unit 5</b> Thin or rich textures	Monophonic texture	Homophonic texture	Polyphonic texture	Melody and Accompaniment	Mixing textures		<b>Unit 6</b> Ostinati - repeating patterns	Vocal ostinati - repeating patterns using our voices	Instrumental ostinati - ground bass	Introducing musical drones	Drones and pedal notes	
<b>Food Tech</b>	Super Veggie Spring Rolls												

# Catholic Partnership Curriculum Map **Y4 Curriculum Map** Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	<b>Narrative</b> The Wolves in the Walls (Neil Gaiman)				<b>Non-fiction – Explanations</b> Animals including humans (linked to science)		Whole School Project Week	<b>Non-fiction cont.</b>	<b>Narrative</b> Tales Told in Tents (Sally Pomme Clayton)				
<b>Reading Lesson text</b>	The Wolves in the Walls (Neil Gaiman)							Science topic books (living things)	Tales told in Tents (Short stories and poems from Central Asia)				
<b>Story Time</b>	One Dog and his Boy (Eva Ibbotson) Jemmy Button (Jennifer Uman) The Poet's Dog (Patricia MacLachlan)							The Boy at the Back of the Class (Onjali Q. Raúf) Moon Man (Tomi Ungerer)					
<b>Poetry recital</b>	Winter by Judith Nicholls												
<b>Maths</b>	Number: Place value			Number: Addition and Subtraction				Number: Addition and Subtraction	Measurement: Area	Number: Multiplication and Division			
<b>R.E. - Catholic</b>	Branch 1: Creation and Covenant							Branch 2: Prophecy and Promise					
<b>Visits / Visitors</b>	<b>History: Visitor-History Off The Page company, 'Ancient Greece'</b> <a href="http://www.historyoffthepage.co.uk">http://www.historyoffthepage.co.uk</a>  <b>Visit Westminster Cathedral</b> <a href="http://www.westminstercathedral.org.uk/">http://www.westminstercathedral.org.uk/</a>  <b>Y4 - Financial skills for work: Household Budgeting</b> <a href="mailto:educationteam@hsbc.com">educationteam@hsbc.com</a>							<b>Storytelling- The National Gallery</b> <a href="https://www.nationalgallery.org.uk/learning/primary-schools/tours-and-storytelling">https://www.nationalgallery.org.uk/learning/primary-schools/tours-and-storytelling</a> <b>Science: Visitor in school from Francis Crick institute, 'Sounds like fun' workshop</b> <a href="https://www.crick.ac.uk/partnerships/education-outreach">https://www.crick.ac.uk/partnerships/education-outreach</a> <b>Thames Explorer Trust Outreach – visits to schools - RIVERS</b> <a href="https://thames-explorer.org.uk/schools-programme/">https://thames-explorer.org.uk/schools-programme/</a> <b>OR</b> <b>Thames Explorer Trust Online learning – RIVERS</b> <a href="https://thames-explorer.org.uk/school-trips/rivers-and-environmental-issues-via-zoom/">https://thames-explorer.org.uk/school-trips/rivers-and-environmental-issues-via-zoom/</a>					
<b>Science</b>	<b>Animals including humans</b> We are learning to explain where our food goes after it has been eaten	<b>Animals including humans</b> We are learning to identify the different teeth that humans have and what their functions	<b>Animals including humans</b> We are learning to explain how food is broken down	<b>Animals including humans</b> We are learning to plan and conduct an investigation into the effectiveness of toothpaste	<b>Animals including humans</b> We are learning to research dental care and report our findings	<b>Animals including humans</b> We are learning to construct food chains and webs			<b>Living things and their habitats</b> We are learning to group and classify animals in different ways	<b>Living things and their habitats</b> We are learning to classify carnivores and herbivores based on their teeth	<b>Living things and their habitats</b> We are learning to understand what happens when food chains are broken.	<b>Living things and their habitats</b> We are learning to Understand the impact of habitat destruction in other	<b>Living things and their habitats</b> We are learning to use classification keys to identify trees



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	energy. (Healthy eating)	used to manage and treat medical conditions such as asthma. (Health and prevention)	drinking alcohol. (Drugs, alcohol and tobacco)	can be spread through unclean hands and that handwashing can prevent the spread of infection. (Health and prevention)	through sneezing and coughing and how to prevent this spread. (Health and prevention)	discrimination can affect people. (Respectful relationships)							
<b>Computing</b>	Taught in 2 <sup>nd</sup> half of term							<b>Creating Media-Audio editing</b>	To use a digital device to record sound.	To explain that a digital recording is stored as a file.	To explain that audio can be changed through editing.	To show that different types of audio can be combined and played together.	To evaluate editing choices made.
<b>Spanish</b>	Greetings and phonics	All about me	Colours	Numbers 1-50	Calendar	Seasons		The time	The time	Animals	Animals	Retrieval Practice	Christmas
<b>Music</b> Unit 7 Pulse and Metre 2	Understanding pulse and rhythm		Exploring 4 beats and 2 beats in a bar		Exploring 3 beats in a bar			Exploring 6 beats in a bar	Exploring 5 beats in a bar		Recognising time signatures		
<b>Food Tech</b>	Bruschetta												

# Catholic Partnership Curriculum Map **Y4 Curriculum Map** **Spring Term**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English texts and genre</b>	<b>Narrative</b> I was a Rat! (Philip Pullman)				<b>Poetry</b> Creating images (a range of poetry anthologies)		Whole School Project Week	<b>Narrative</b> The Iron Man (Ted Hughes)				
<b>Reading Lesson text</b>	I was a Rat! (Philip Pullman)				The Mousehole Cat (Antonia Barber)			The Iron Man (Ted Hughes)				
<b>Story Time</b>	Danny the Champion of the World (Roald Dahl) Planet Omar: Accidental Trouble Magnet (Zanib Mian)							The Eye of the Wolf (Daniel Pennac) The Fastest Boy in the World (Elizabeth Laird)				
<b>Poetry recital</b>	Don't Do That by Michael Rosen											
<b>Maths</b>	Number: Multiplication and Division			Measurement: Length and Perimeter	Number: Fractions			Number: Fractions		Number: Decimals		
<b>R.E. - Catholic</b>	Branch 3: Galilee to Jerusalem <b>Visitor – a Priest in to talk about Community</b>							Branch 4: Desert to Garden				
<b>Visits / Visitors</b>	<b>Visit to the London Mithraeum On-site facilitated workshop</b> <a href="https://www.londonmithraeum.com/schools/">https://www.londonmithraeum.com/schools/</a> <b>Or if unavailable:</b> <b>Visit to the British Museum – School presentation How Roman was Roman Britain?</b> <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/school-presentation-how-roman-was-roman-britain">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/school-presentation-how-roman-was-roman-britain</a>							<b>Computing: Visitor from Camden Learning Centre (CLC), 'Data and Information: Data logging' workshop pad using Arduino Science journal app</b> <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a>				
<b>Science</b>	<b>States of matter</b> We are learning to classify materials as solids, liquids or gases.	<b>States of matter</b> We are learning to investigate how temperature affects the rate at which ice melts.	<b>States of matter</b> We are learning to investigate how the temperature affects the rate of evaporation	<b>States of matter</b> We are learning to identify where and how condensation takes place.	<b>States of matter</b> We are learning to explore the role of evaporation and condensation in the water cycle	<b>Living things</b> We are learning to make observations of flowers that appear at different times of the year and to classify and identify them		<b>Sound</b> We are learning to identify how sounds are made	<b>Sound</b> We are learning to understand how sound travels	<b>Sound</b> We are learning to describe patterns of volume of sound and the vibrations that made it	<b>Sound</b> We are learning to measure how the loudness of a sound changes as the distance from the source increases	<b>Sound</b> We are learning to explore pitch and how it can be changed
<b>History</b> The Romans in Britain	We are learning to know the time and place of Roman Britain	We are learning to understand why the Romans wanted to invade Britain	We are learning to understand the challenges the Roman's faced when	We are learning to know what a typical town in Roman Britain was like	We are learning to understand why roads were so important to Roman Britain	We are learning to explain the impact the Romans had on Britain		Taught in 1 <sup>st</sup> half of term				



**UPDATED 21.7.25**

<b>Music</b> Unit 8 Timbre 2	Exploring percussion	Home percussion	Body Percussion (Part 1)		Body Percussion (Part 2)	Beatboxing basics	Developing beatboxing
<b>Food Tech</b>	Yogurt Fruit Smoothies						

# Catholic Partnership Curriculum Map **Y4 Curriculum Map** Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English texts and genre</b>	<b>Narrative</b> Odysseus (Hugh Lupton, Daniel Morden, Christina Balit)				<b>Poetry</b> A year full of poems (Michael Harrison)		Whole School Project Week	<b>Narrative</b> The Lost Happy Endings (Caroline Duffy)			<b>Non-Fiction – reports and explanation texts</b> Volcanoes and Earthquakes	
<b>Reading Lesson text</b>	Odysseus (Hugh Lupton, Daniel Morden, Christina Balit)				A Year Full of Poems by Michael Harrison & Christopher Stuart Clark			The Lost Happy Endings (Caroline Duffy)			Geography topic books	
<b>Story Time</b>	The Wild Robot (Peter Brown) The Borrowers (Mary Norton)							Emil and the Detectives (Erich Kästner) The Day of Ahmed's Secret (Florence Parry Heide) Tales of Hans Christian Andersen (Hans Christian Andersen)				
<b>Poetry recital</b>	The Wind by Christina Rossetti											
<b>Maths</b>	Number: Decimals		Measurement: Money		Measurement: Time			Geometry: Properties of Shape		Statistics	Geometry: Position and Direction	
<b>R.E. - Catholic</b>	Branch 5: To the ends of the Earth							Branch 6: Dialogue and Encounter				
<b>Visits / Visitors</b>	<b>Science: Visit to Hampstead Heath – ‘Classify that’ workshop</b> <a href="https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx">https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning/Pages/learning-for-schools.aspx</a>  <b>Computing: Visitor from Camden Learning Centre (CLC), ‘Repetition in games’</b> <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a>							<b>English: Visitor, Young Shakespeare Company, ‘Midsummer Night’s Dream’ workshop</b> <a href="https://youngshakespeare.org.uk/">https://youngshakespeare.org.uk/</a>  <b>RE: Visitor – priest in or church visit to learn about liturgy</b> <b>Visitor in school to talk about Islam</b>				
<b>Science</b>	<b>Living things and their habitats</b> We are learning to recognise the changes in our local environment	<b>Living things and their habitats</b> We are learning to give examples of positive and negative ways in which humans change the environment	<b>Living things and their habitats</b> We are learning to research and present information about the impact of litter on animals	<b>Living things and their habitats</b> We are learning to describe environmental dangers to endangered species.	<b>Living things and their habitats</b> We are learning to identify seashore animals using a key	<b>Living things and their habitats</b> We are learning to recognise characteristic of some of the main invertebrate groups.		<b>Electricity</b> We are learning to classify electrical objects	<b>Electricity</b> We are learning to make and record electric circuits	<b>Electricity</b> We are learning to predict and test complete and incomplete circuits.	<b>Electricity</b> We are learning to describe what a switch does and how it works	<b>Electricity</b> We are learning to identify conductors and insulators
<b>History</b> The Anglo Saxons in Britain	We are learning to know the time and	We are learning to understand how the	We are learning to understand daily life in	We are learning to understand the	We are learning to analyse and	We are learning to explain who		Taught in 1 <sup>st</sup> half of term				

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	place of Anglo Saxon Britain	Anglo Saxons settled in Britain	Anglo Saxon Britain	influence of Anglo Saxons on religious beliefs	describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.	Alfred the Great was.											
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term								We are learning to locate Germany using an atlas	We are learning to understand the importance of the river Rhine	We are learning to understand how land use has changed over time	We are learning to identify physical features of North America	We are learning about Canada	We are learning about the Rocky Mountains			
<b>Art and design</b>	<b>Collage and Textiles (Plants and Patterns)</b> We are learning to re-create the textures of the rainforest.	We are learning to work collaboratively to create a collage.	We are learning to investigate costume and textiles.	We are learning to decorate fabric.				<b>Digital Media (Layers)</b> We are learning to create a digital collage.	We are learning to alter images and explore scale and composition .	We are learning to alter images to create an original design based on traditional Greek art	We are learning to alter images in the style of Andy Warhol	We are learning to create a digital still-life collage.					
<b>DT</b>	Mechanical Systems (Storybooks)																
<b>PE</b>	Athletics (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) Cricket (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )								Tennis (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )								
<b>PSHCE</b>	Taught in 2 <sup>nd</sup> half of term								<b>RHSE</b> LKS2, Module 1, Unit 2, Session 3 What is puberty? (TT)	<b>RHSE</b> LKS2, Module 1, Unit 2, Session 4 Changing bodies (TT)	<b>RHSE</b> LKS2, Module 2, Unit 2, Session 2 When things feel bad (TT)	<b>RHSE</b> LKS2, Module 2, Unit 3, Session 3 Physical contact (TT)	<b>RHSE</b> LKS2, Module 1, Unit 4, Session 1 Life Cycles (TT)				
<b>Computing</b>	<b>Programming: repetition in shapes.</b> To identify that	To create a program in a text-based language.	To explain what 'repeat' means.	To modify a count-controlled loop to produce a	To decompose a task into small steps.	To create a program that uses count-controlled loops to		Taught in 1 <sup>st</sup> half of term									

**UPDATED 21.7.25**

	accuracy in programming is important.			given outcome.		produce a given outcome.							
<b>Spanish</b>	The Weather	The Weather	Spain in the world	Food	Food	Retrieval Practice		Transport	Hobbies	Routines and times	Routines and times	How do you feel?	Retrieval Practice
<b>Music</b> <b>Unit 9</b> Rhythm 2	Pulse and rhythm		Improvising rhythmic patterns		Improvising in a piece of music			Using call and response in Samba music		Improvising in a Samba style		Summarising your learning on improvising	
<b>Food Tech</b>	Cheeky Sandwich												

UPDATED 21.7.25

# Catholic Partnership Curriculum Map Y5 Curriculum Map

# Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English texts and genre</b>	<b>Narrative</b> Narrative There's a Boy in the Girl's Bathroom (Louis Sachar)				<b>Poetry</b> I had a Little Cat (Charles Causley)		Whole School Project Week	<b>Narrative</b> Pax (Sara Pennypacker)				
<b>Reading Lesson text</b>	There's a Boy in the Girl's Bathroom (Louis Sachar)				<b>Poetry</b> I had a Little Cat (Charles Causley)			Pax (Sara Pennypacker)				
<b>Story Time</b>	Tall Story (Candy Gourlay) The Weight of Water (Sarah Crossan)							Faery Tales (Carol Ann Duffy) The Lion, the Witch and the Wardrobe (C S Lewis)				
<b>Poetry recital</b>	A Liking for the Viking by Celia Warren											
<b>Maths</b>	Number: Place value			Number: Addition and Subtraction		Number: Multiplication and Division		Number: Multiplication and Division		Number: Fractions		
<b>R.E. - Catholic</b>	Branch 1: Creation and Covenant <b>Visit to Westminster Abbey or St Paul's Cathedral</b> <a href="https://www.westminster-abbey.org/learning">https://www.westminster-abbey.org/learning</a>							Branch 2: Prophecy and Promise				
<b>Visits / Visitors</b>	<b>History: Visitor in school -History Off the page Company, 'The Vikings'</b> <a href="http://www.historyoffthepage.co.uk">http://www.historyoffthepage.co.uk</a> <b>Science: Visit to the CRICK Institute, 'chemical changes' workshop</b> <a href="https://www.crick.ac.uk/partnerships/education-outreach">https://www.crick.ac.uk/partnerships/education-outreach</a> <b>Y5 - Financial skills for learning: Savvy Shopping</b> <a href="mailto:educationteam@hsbc.com">educationteam@hsbc.com</a>							<b>RE: Visit to Westminster Abbey or St Paul's Cathedral</b> <a href="https://www.westminster-abbey.org/learning">https://www.westminster-abbey.org/learning</a> <b>Visit the Jewish Museum/ Jewish visitor workshop from Judaism for Schools</b> <b>Geography: Thames river cruise</b> <a href="https://thames-explorer.org.uk/school-trips/ks2-boat-programme/">https://thames-explorer.org.uk/school-trips/ks2-boat-programme/</a>				
<b>Science</b>	<b>Properties and changes of materials</b> We are learning to group materials according to their properties	<b>Properties and changes of materials</b> We are learning to investigate which materials are thermal insulators and which are thermal conductors	<b>Properties and changes of materials</b> We are learning to identify the properties of different metals and explain what they can be used for.	<b>Properties and changes of materials</b> We are learning to conduct a comparative test to find out which material is best for picnic plates	<b>Properties and changes of materials</b> We are learning to observe which solids will dissolve in liquid	<b>Properties and changes of materials</b> We are learning to explain the processes of evaporation and condensation.		<b>Properties and changes of materials</b> We are learning to investigate variables that affect the rate at which sugar and salt dissolve	<b>Properties and changes of materials</b> We are learning to investigate how to purify a mixture	<b>Properties and changes of materials</b> We are learning to recognise which changes in materials are reversible and non-reversible	<b>Properties and changes of materials</b> We are learning to explore the changes involved in a candle burning	<b>Properties and changes of materials</b> We are learning to investigate the conditions required for iron to rust
<b>History</b>	We are learning	We are learning	We are learning to analyse historical sources.	We are learning	We are learning to	We are learning to		Taught in 1 <sup>st</sup> half of term				

**UPDATED 21.7.25**

The Viking and Anglo Saxon struggle for England	to know the time and place of the Viking invasion and settlement in Britain	to understand why the Vikings came to Britain	<b>History: Visitor-History Off the page Company, 'The Vikings'</b> <a href="http://www.historyoffthepage.co.uk">http://www.historyoffthepage.co.uk</a>	to explain why Alfred the Great was important for the Anglo-Saxon struggle for Britain	explain how the Anglo-Saxons and Vikings struggled for Britain.	explain how the Anglo-Saxons and Vikings struggled for Britain.							
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term							We are learning to understand the threats to the ocean environment	We are learning to understand that there are 7 seas and how they are useful	We are learning to understand how rivers shape the land.	We are learning how rivers can be controlled	We are learning to understand lines of latitude and longitude	We are learning to understand how the climate changes worldwide
<b>Art and design</b>	<b>Drawing (Skills and Techniques)</b> We are learning to draw in 3D.	We are learning to draw house from the past and present.	We are learning to learn techniques for drawing trees.	We are learning to draw a countryside landscape.	We are learning to draw portraits in different styles and compare them.			<b>Painting (Flowers)</b> We are learning to explore the use of flowers in art. We are learning petal painting techniques.	We are learning to practice painting skills using a variety of tools and techniques.	We are learning to draw and paint from observation	We are learning to paint using our imagination		We are learning to reproduce a well-known painting.
<b>DT</b>	Mechanical Systems (Moving Toys)												
<b>PE</b>	Invasion Games – Netball (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )						Invasion Games – Football (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )						
<b>PSHCE in addition to weekly lesson</b>							Whole School Project Week-Equality Studies Anti-bullying week Workshop-Modern day slavery Workshop-Anti radicalisation Finance Studies						

**UPDATED 21.7.25**

<p><b>PSHCE weekly lesson</b></p>	<p>To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living. (Health and prevention)</p>	<p>To understand gender stereotypes. (Respectful relationships )</p>	<p>To learn how to talk about mental health and wellbeing, who can help us and how to ask for help. (Mental wellbeing)</p>	<p>To explore how and why people are excluded. (Mental wellbeing)</p>	<p>To explore the concept of fairness and how people decide what is fair and unfair. (Respectful relationships )</p>	<p>To explore migration. (Families and people who care for me)</p>		<p>Taught in 1<sup>st</sup> half of term</p>					
<p><b>Computing</b></p>	<p>Taught in 2<sup>nd</sup> half of term</p>							<p><b>Creating Media-Vector drawing – Oak video lessons</b> To identify that drawing tools can be used to produce different outcomes.</p>	<p>To create a vector drawing by combining shapes.</p>	<p>To use tools to achieve a desired effect.</p>	<p>To recognise that vector drawings, consist of layers.</p>	<p>To group objects to make them easier to work with.</p>	<p>To evaluate my vector drawing.</p>
<p><b>Spanish</b></p>	<p>Greeting and phonics</p>	<p>All about me</p>	<p>Colours</p>	<p>Numbers 1-100</p>	<p>Colours and numbers</p>	<p>Retrieval Practice</p>		<p>Story</p>	<p>Story</p>	<p>Sports</p>	<p>Hobbies</p>	<p>Shopping</p>	<p>Christmas</p>
<p><b>Music</b> Autumn 1: <b>Unit 10</b> Duration  Autumn 2: <b>Unit 11</b> Timbre 3</p>	<p><b>Unit 10</b> To understand how to maintain the pulse using the voice and body</p>	<p>To understand the difference between on and off beats</p>	<p>To explore on and off beats in different musical styles</p>	<p>To understand syncopated rhythms</p>	<p>To explore ostinatos</p>	<p>To understand polyrhythms</p>		<p><b>Unit 11</b> To classify instruments</p>	<p>To imitate world percussion using sound sources in the home</p>	<p>To understand the role of percussion in programmatic music</p>	<p>To compose rhythmic ostinato patterns</p>	<p>To structure a piece of music</p>	
<p><b>Food Tech</b></p>	<p>Scones</p>												

# Catholic Partnership Curriculum Map **Y5 Curriculum Map** **Spring Term**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English texts and genre</b>	Narrative Poems The Highway Man (Alfred Noyes)				Non-fiction - non-chronological reports History of London (linked to history)		Whole School Project Week	<b>Non-fiction cont.</b>	Narrative Kensuke's Kingdom (Michael Morpurgo)			
<b>Reading Lesson text</b>	The Highway Man (Alfred Noyes)				History topic books				Kensuke's Kingdom (Michael Morpurgo)			
<b>Story Time</b>	The Sleeping Army (Francesca Simon) High Rise Mystery (Sharna Jackson)							A Wizard of Earthsea (Ursula Le Guin)				
<b>Poetry recital</b>	The Highway Man by Alfred Noyes											
<b>Maths</b>	Number: Multiplication and Division			Number: Fractions		Number: Decimals and percentages		Number: Decimals and percentages		Measurement: Perimeter and Area		Statistics
<b>R.E. - Catholic</b>	Branch 3: Galilee to Jerusalem							Branch 4: Desert to Galilee <b>Visitor – priest in or church visit for Stations of the Cross</b>				
<b>Visits / Visitors</b>	History: Visit to the Foundling Museum <a href="https://foundlingmuseum.org.uk">https://foundlingmuseum.org.uk</a> OR Visit to the Charles Dickens Museum – Explorer tour <a href="https://dickensmuseum.com/blogs/learning-key-stage-two/dickens-explorers">https://dickensmuseum.com/blogs/learning-key-stage-two/dickens-explorers</a>							<b>Computing: Visit to Camden Learning Centre (CLC), 'Programming – Selection in physical computing' workshop</b> <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a> Camden City Learning Centre, Charrington Street, London NW1 1RD <b>Geography: Visit to Camden Local Studies and Archives Centre</b> <a href="https://www.camden.gov.uk/about-the-local-studies-archives-centre">https://www.camden.gov.uk/about-the-local-studies-archives-centre</a> Holborn Library, 32-38 Theobalds Road, London, WC1X 8PA				
<b>Science</b>	<b>Forces</b> We are learning to measure (using appropriate units) friction between moving surfaces	<b>Forces</b> We are learning to use evidence to explain how objects fall through the air	<b>Forces</b> We are learning to test results about air resistance	<b>Forces</b> We are learning to measure the effects of water resistance	<b>Forces</b> We are learning to demonstrate how levers work	<b>Forces</b> We are learning to explain how pulleys and gears work		<b>Living Things and their habitats</b> We are learning to define what a mammal is and describe its life cycle	<b>Living Things and their habitats</b> We are learning to define an amphibian and describe its life cycle	<b>Living Things and their habitats</b> We are learning to define what insects are and describe the different types of life cycle, including the process of metamorphosis	<b>Living Things and their habitats</b> We are learning to define what a bird is and describe its life cycle	
<b>History</b> Changes to Britain and	We are learning to know the time	We are to understand the difference between	We are learning to understand the	We are learning to understand	We are learning to understand why	We are learning to understand why people		Taught in 1 <sup>st</sup> half of term				

**UPDATED 21.7.25**

<p>London during the Industrial Revolution</p>	<p>and place of the Georgian and Victorian era <b>Visit to the Museum of London, 'Timeline London' guided walk and museum visit</b></p>	<p>life for the rich and poor in Victorian London</p>	<p>impact of the industrial revolution on London</p>	<p>and the working conditions for children in Victorian London</p>	<p>people moved from rural areas to cities like London in the Victorian era</p>	<p>moved from rural areas to cities like London in the Victorian era</p>					
<p><b>Geography</b></p>	<p>Taught in 2<sup>nd</sup> half of term</p>										
<p><b>Art and design</b></p>	<p><b>Sculpture (Abstract Sculptures)</b> We are learning to explore abstract art and the work of Kandinsky.</p>	<p>We are learning to make watercolour studies of Kandinsky's work.</p>	<p>We are learning to develop ideas for a sculpture.</p>	<p>We are learning to construct an abstract sculpture.</p>	<p>We are learning to add colour to a sculpture. We are learning to review and evaluate our own and each other's work.</p>						
<p><b>DT</b></p>	<p>Structures (Making African Instruments)</p>										
<p><b>PE</b></p>	<p>Gymnastics unit 1 and unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a>)</p>						<p>Dance (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a>)</p>		<p>Swimming – Intensive daily lessons</p>		
<p><b>PSHCE in</b></p>							<p>Whole School Project Week- Keeping Safe Week Camden-Crossing the road safely workshops</p>				

**UPDATED 21.7.25**

<b>addition to weekly lesson</b>								Workshop-Growing Against Violence-Anti-gangs Workshop-Internet safety					
<b>PSHCE</b>	To develop a sense of belonging. (Caring friendships )	To know how to deal with feelings in relationships. (Respectful relationships)	To know the difference between big and small feelings. (Mental wellbeing)	To explain the functions of nutrients and fibre. (Healthy eating)	To explain the reasons it is important to keep hydrated. (Healthy eating)	To identify and interpret information on food labels. (Healthy eating)		Taught in 1 <sup>st</sup> half of term					
<b>Computing</b>	Taught in 2 <sup>nd</sup> half of term							Computer Systems and us	Transferring information	Working together	Better working together	Shared working	
<b>Spanish</b>	Family – possessive determiners	Pets – Tener – (I have)	Our bodies	Clothes 1	Clothes 2	Retrieval Practice		School	Classroom (conversation)	Living in a city	Around my home	Retrieval Practice	Easter Celebrations
<b>Music</b> <b>Unit 12</b> Rhythm 3  <b>Spring 2:</b> <b>Unit 13</b> Tonality	<b>Unit 3</b> To learn ostinato patterns inspired by West African drumming	To structure and perform a piece inspired by West African drumming	To understand how rhythmic cycles feature in Indian classical music	To perform a tũkdā in a rhythmic cycle	To explore key characteristics of Samba	To understand the different elements of a Samba performance		<b>Unit 13</b> Recognising melody	Constructing and playing a melody using a scale	Melody and tonality	Spreading the news and telling a tale - the passing down of tunes in folk song	Renaissance and Baroque variations, opera arias and jazz scat - show off that melody!	
<b>Food Tech</b>	Vegetable Cous Cous												

# Catholic Partnership Curriculum Map **Y5 Curriculum Map** Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	<b>Narrative</b> Street Child by Berlie Doherty			<b>Non-fiction</b> Newspaper reports linked to Street Child by Berlie Doherty		<b>Non-fiction</b> Living things (linked to science)	Whole School Project Week	<b>Non-fiction cont.</b>		<b>Poetry</b> Rainforests			
<b>Reading Lesson text</b>	Street Child by Berlie Doherty			Newspaper reports		Science books linked to Earth and Space		Science books linked to Earth and Space		Unmentionable by Paul Jennings (short stories)			
<b>Story Time</b>	The Last Wild (Piers Torday) Rooftoppers (Katherine Rundell)							The Unforgotten Coat (Frank Cottrell Boyce) Alice's Adventures in Wonderland (Lewis Carroll)					
<b>Poetry recital</b>	The Listeners by Walter de la Mare												
<b>Maths</b>	Geometry: Shape			Geometry: Position and Direction		Number: Decimals		Number: Decimals		Number: Negative Numbers	Measurement: Converting units	Measurement: Volume	
<b>R.E. - Catholic</b>	Branch 5: To the ends of the Earth							Branch 6: Dialogue and Encounter Visitor : Judaism in schools					
<b>Visits / Visitors</b>	<b>Art: Visit to The Victoria and Albert Museum</b> <a href="https://www.vam.ac.uk/info/schools">https://www.vam.ac.uk/info/schools</a> <b>Or</b> <b>DT: Visit to the Design Museum - Hands-on design workshop</b> <a href="https://designmuseum.org/the-design-museum-campus/schools-and-colleges/hands-on-design-workshops">https://designmuseum.org/the-design-museum-campus/schools-and-colleges/hands-on-design-workshops</a>							<b>Science: Visit to Royal Observatory Greenwich, 'Sun, Earth and Moon' workshop and 'Universe on your doorstep' Planetarium Show</b> <a href="https://www.rmg.co.uk/schools-communities/schools/royal-observatory">https://www.rmg.co.uk/schools-communities/schools/royal-observatory</a> National Maritime Museum, Greenwich, London, SE10 9NF <b>RE: Visitor- Judaism in schools</b>					
<b>Science</b>	<b>Living Things and their habitats</b> We are learning to describe the process of reproduction in many flowering plants	<b>Living Things and their habitats</b> We are learning to describe how plants can reproduce by creating new plants from parts of the parent plant rather than by producing seeds	<b>Animals, including humans</b> We are learning to explore the changes as humans develop to old age.	<b>Animals, including humans</b> We are learning to identify the changes experienced at puberty.	<b>Earth and Space</b> We are learning to describe the shapes, positions and movement of the planets in the solar system	<b>Earth and Space</b> We are learning to use a model to describe and compare the movements of different planets in space		<b>Earth and Space</b> We are learning to explain the effect of the Earth's rotation in space	<b>Earth and Space</b> We are learning to explain why sunrise and sunset occur at different moments in time in different parts of the world	<b>Earth and Space</b> We are learning to explain how the Earth's tilt leads to seasonal changes	<b>Earth and Space</b> <b>Visit to Royal Observatory Greenwich, 'Sun, Earth and Moon' workshop and 'Universe on your doorstep' Planetarium Show</b>	<b>Earth and Space</b> We are learning to identify the phases of the Moon and explain why these occur	

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<p><b>History</b> The Mayan Civilisation</p>	<p>We are learning to know the time and place of the Mayan civilisation</p>	<p>We are learning to describe traditional Maya way of life</p>	<p>We are learning to explain Mayan religious beliefs</p>	<p>We are learning to explain what Mayan discoveries tell us about Mayan civilisation</p>	<p>We are learning to explain the collapse of the Maya</p>	<p>We are learning to explain whether the Mayans were an advanced civilisation (comparison with Stone Age Britain)</p>		<p>Taught in 1<sup>st</sup> half of term</p>				
<p><b>Geography</b></p>	<p>Taught in 2<sup>nd</sup> half of term</p>							<p>We are learning to describe different landscapes in Africa</p>	<p>We are learning about the landscape in Kenya</p>	<p>We are learning how Kenya is changing</p>	<p>We are learning to locate key features of Wales and England</p>	<p>We are learning to use 6 figure grid references on a map.</p>
<p><b>Art and design</b></p>	<p>Collage and Textiles (Working with Wool) We are learning to explore ways to alter cloth.</p>	<p>We are learning to embroider.</p>	<p>We are learning to weave on a twig loom.</p>	<p>We are learning to mark-make with wools.</p>	<p>We are learning to mark-make with wools.</p>			<p><b>Digital Media (Digital Towns)</b> We are learning to practice and apply digital image-manipulation techniques.</p>	<p>We are learning to use text in Pixlr.</p>	<p>We are learning to create art using printed digital media.</p>	<p>We are learning to edit digital images.</p>	<p>We are learning to consolidate skills and techniques for image editing.</p>
<p><b>DT</b></p>	<p>Electrical Systems (Alarms)</p>											
<p><b>PE</b></p>	<p>Athletics (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a>) Rounders (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a>)</p>							<p>Tennis (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a>)</p>				
<p><b>PSHCE</b></p>	<p>Taught in 2<sup>nd</sup> half of term</p>							<p><b>RHSE</b> UKS2, Module 1, Unit 3, Session 1 Body image (TT)</p>	<p><b>RHSE</b> UKS2, Module 1, Unit 3, Session 3 Emotional changes (TT)</p>	<p><b>RHSE</b> UKS2, Module 1, Unit 3, Session 4 Seeing stuff online (TT)</p>	<p><b>RHSE</b> UKS2, Module 2, Unit 2, Session 1 Under pressure (TT)</p>	<p><b>RHSE</b> UKS2, Module 1, Unit 4, Session 3 Menstruation (TT)</p>
<p><b>Computing</b></p>	<p><b>Programming B-selection in quizzes</b> To explain how selection is used in computer programs.</p>	<p>To relate that a conditional statement connects a condition to an outcome.</p>	<p>To explain how selection directs the flow of a program.</p>	<p>To design a program which uses selection.</p>	<p>To create a program which uses selection.</p>	<p>To evaluate my program.</p>		<p>Taught in 1<sup>st</sup> half of term</p>				

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Spanish	The Weather	Food	Food	Spanish in the World	Spanish Speaking Countries	Retrieval Practice		Ways of transport	Professions	Routines and time	Routines and time	Instruments / Music	Retrieval Practice
<b>Music</b> Unit 14 Structure Summer 2: Unit 15 Beat, pulse, rhythm, structure	Unit 14 Binary form	Ternary form	Sonata form	Sonata and rondo form	Rondo form	Musical structures recap		Unit 15 Exploring recitative and arias	Introducing Gamelan - a review of polyrhythms	Gamelan - interlocking melodies	Composing a gamelan ensemble piece	Graphical notation and Djembe rhythms	
<b>Food Tech</b>	Falafel Pittas												

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English texts and genre</b>	Narrative Skellig-David Almond						Whole School Project Week	<b>Biographies</b> Nelson Mandela/Barack Obama		<b>Narrative (graphic novel)</b> Mouse, Bird, Snake, Wolf – David Almond		
<b>Reading Lesson text</b>	Skellig (David Almond)							Biographies Nelson Mandela/ Barack Obama		Mouse, Bird, Snake, Wolf – David Almond		Biographies Nelson Mandela/ Barack Obama
<b>Story time</b>	If You Find This (Matthew Baker) A Story Like the Wind (Gill Lewis)							Stay Where You Are and Then Leave (John Boyne) Blackberry Blue (Jamila Gavin)				
<b>Poetry recital</b>	The Eagle by Alfred Lord Tennyson											
<b>Maths</b>	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division					Number: Fractions				Measurement: converting units
<b>R.E. - Catholic</b>	Branch 1: Creation and Covenant							Branch 2: Prophecy and Promise				
<b>Visits / Visitors</b>	<b>History: Visit to the Imperial War Museum, ‘We Were There: Ask Questions About Conflict’ learning session</b> <a href="https://www.iwm.org.uk/visits/iwm-london/schools/learning-sessions">https://www.iwm.org.uk/visits/iwm-london/schools/learning-sessions</a> Lambeth Rd, London, SE1 6HZ <b>OR</b> History: Visit to the RAF Museum: ‘Air Raid!’ Workshop. <a href="https://www.rafmuseum.org.uk/london/schools/school-activity-programme/">https://www.rafmuseum.org.uk/london/schools/school-activity-programme/</a> <b>Y6 - Financial skills for work: World of Work</b> <a href="mailto:educationteam@hsbc.com">educationteam@hsbc.com</a>							<b>Science: Visitor, History Off the Page</b> <a href="https://www.historyoffthepage.co.uk/">https://www.historyoffthepage.co.uk/</a> <b>Predators and Prey Workshop – visit</b> <b>Geography: Hyde Park – Terrific Trees and Carbon (the role of trees in climate change)</b>				
<b>Science</b>	<b>Living things and their habitats</b> We are learning to describe and explain how scientists classify living organisms	<b>Living things and their habitats</b> We are learning to classify plants	<b>Living things and their habitats</b> We are learning to explore the classification of animals and recognise the main groups of vertebrates	<b>Living things and their habitats</b> We are learning to explore the classification of animals and recognise the main groups of invertebrates	<b>Living things and their habitats</b> We are learning to classify micro-organisms	<b>Living things and their habitats</b> We are learning to investigate the growth of micro-organisms		<b>Evolution &amp; inheritance</b> We are learning to ask relevant question about evolution	<b>Evolution &amp; inheritance</b> We are learning to recognise that fossils provide evidence of evolution	<b>Evolution &amp; inheritance</b> We are learning to identify that living things produce offspring that are of the same kind but are not identical	<b>Evolution &amp; inheritance</b> We are learning to research how plants are adapted to their environment	<b>Evolution &amp; inheritance</b> We are learning to identify how animals are adapted to enable them to survive
<b>History</b> The impact of World War Two on London	We are learning the time and place	We are learning to explain the impact of evacuation	We are learning to understand how the British	We are learning to explain the impact of the Blitz on	We are learning explain the impact of World War	We are learning explain the impact of World War		Taught in 1 <sup>st</sup> half of term				



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	healthy. (Physical health and fitness)	being active. (Physical health and fitness)	with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. (Drugs, alcohol and tobacco)	(Respectful relationships)	current hair beauty stereotypes . (Respectful relationships)	health information and how we make informed decisions. (Health and prevention)							
<b>Computing</b>	Taught in 2 <sup>nd</sup> half of term							<b>Creating media: webpage creation</b> To review an existing website and consider its structure.	To plan the features of a web page.	To consider the ownership and use of images (copyright).	To recognise the need to preview pages .	To outline the need for a navigation path.	To recognise the implications of linking to content owned by other people.
<b>Spanish</b>	Greetings and phonics	All about me	Where do you live?	Numbers 1-1000	Calendar	Calendar		Sports	Hobbies and travel	Holiday hobbies	Story	Christmas	Christmas
<b>Music</b> <b>Unit 16</b> <b>Metre</b>	To understand the difference between three and four time		To explore changes in metre		To explore compound time			To develop our understanding of compound time		To explore irregular metre		To develop our understanding of irregular metre	
<b>Food Tech</b>	Cheesy leek parcels												

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English texts and genre</b>	<b>Narrative</b> Goodnight Mr Tom – Michelle Magorian						Whole School Project Week	<b>Non-fiction</b> Black and British by David Olusoga				<b>Creative Writing</b> Alma (short film)
<b>Reading Lesson text</b>	Goodnight Mister Tom							<b>Non-fiction</b> Black and British by David Olusoga				
<b>Story Time</b>	Shakespeare Stories (Leon Garfield) The Other Side of Truth (Beverley Naidoo)							Arthur. The Seeing Stone (Kevin Crossley-Holland) Where the River Runs Gold (Sita Brahmachari)				
<b>Poetry recital</b>	The River by Valerie Bloom											
<b>Maths</b>	Number: Ratio		Number: Algebra		Number: Decimals			Number: Fractions, Decimals, and percentages		Measurement: Perimeter, area and Volume		Statistics
<b>R.E. - Catholic</b>	Branch 3: Galilee to Jerusalem							Branch 4: Desert to Garden				
<b>Visits / Visitors</b>	<b>History: Visitor History Off the Page – Homefront 1940s workshop</b> <a href="https://www.historyoffthepage.co.uk/">https://www.historyoffthepage.co.uk/</a>  <b>Theatre visit- West End Production</b>							<b>Visitor – priest in or church visit for Stations of the Cross</b> <b>RE: Visit to church for Stations of the Cross</b>				
<b>Science</b>	<b>Animals, including humans</b> We are learning to describe how the human circulatory system works	<b>Animals, including humans</b> We are learning to investigate and describe the main functions of the heart	<b>Animals, including humans</b> We are learning to explain how blood transports gases round the body	<b>Animals, including humans</b> We are learning to identify the contents of blood and describe their function	<b>Animals, including humans</b> We are learning to explain the function of valves, veins, arteries and capillaries in the human circulatory system	<b>Animals, including humans</b> We are learning to explain how water and nutrients are transported around the body		<b>Animal s, including humans</b> We are learning to evaluate healthy eating guidance	<b>Animals, including humans</b> We are learning to investigate variables that affect pulse rate	<b>Animals, including humans</b> We are learning to identify and present the long-term effects on the body of drug use	<b>Animals, including humans</b> We are learning to describe the long-term effects on the body of smoking	
<b>History</b>	We are learning to know the time and	To understand the problems Britain faced	To know and	To understand what life was like in	To understand the changes to life in London between the	To understand the changes to life in		Taught in 1 <sup>st</sup> half of term				

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post World War 2	place of London post World War 2	after World War 2	underst and the difficulties faced by the Windrush settlers	London during the 1950's	1940's and 1950's.	London between the 1940's and 1950's.					
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term						We are learning to understand and how land is developed	We are learning how old sites can be re-developed	We are learning how transport can be controlled	We are learning how transport affects the environment	We are learning why areas should be conserved
<b>Art and design</b>	<b>Sculpture (Wire Figures)</b> We are learning to sketch figures in motion.	We are learning to sculpt with wire.	We are learning to construct an armature.	We are learning to model form.	We are learning to paint our sculptures. We are learning to review and evaluate our work.		<b>Printing (Victorian Patterns)</b> We are learning to explore Victorian patterns.	We are learning to design a motif for a pattern.	We are learning to print using a Victorian inspired pattern.	We are learning to select a colour scheme.	We are learning to colour and arrange our design.
<b>DT</b>	Electrical Systems (Fairground)										
<b>PE</b>	Gymnastics unit 1 and unit 2 (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )						Dance (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )				
<b>PSHCE in addition to weekly lesson</b>							Whole School Project Week- Keeping Safe Studies Workshop- Growing against violence -Anti-gang work Workshop-Internet safety				
<b>PSHCE weekly lesson</b>	To learn about mental health; what it means and how we can take care of	To learn about how feelings and emotions are affected and can be managed at	To identify different tactics someone might use to manipulate another	To explain what to do if someone tries to pressure or manipulate them.	To begin to identify risks and risky behaviour. (Being safe)	To learn the importance of good sleep. (Health and prevention)	Taught in 1 <sup>st</sup> half of term				

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	it. (Mental wellbeing)	changing, challenging or difficult times. (Mental wellbeing)	person online. (Online relationships)	(Online relationships)									
<b>Computing</b>	Taught in 2 <sup>nd</sup> half of term							Searching the web	Selecting search results	How search results are ranked	How are searches influenced	Communicating responsibly	
<b>Spanish</b>	My family – possessive determinants	I have – pets / animals	Our bodies	Clothes 1	Clothes 2	Retrieval Practice		School	Pencil case	Around my home	My town	Retrieval Practice	Easter Celebrations
Music <b>Unit 17</b> Harmony	To sing in canon		To explore chords		To explore bass lines			To explore singing in thirds		Learning how to harmonise		To develop a song through the use of harmony	
<b>Food Tech</b>	Royal Rice												

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English texts and genre</b>	<b>Narrative poem</b> The Lady of Shalott- Lord, Alfred Tennyson				Speech writing	<b>Narrative</b> Wonder- R.J. Palacio	Whole School Project Week	<b>Narrative</b> Wonder- R.J. Palacio (continued)					
<b>Reading Lesson text</b>	The Lady of Shalott- Lord, Alfred Tennyson				Wonder – R.J. Palacio			<b>Narrative</b> Wonder- R.J. Palacio (continued)					
<b>Story Time</b>	Pig Heart Boy (Malorie Blackman) Secret Friends (Elizabeth Laird)							Journey to the River Sea (Eva Ibbotson) Where do you go, Birdy Jones? (Joanna Nadin)					
<b>Poetry recital</b>	The Witches extract from Macbeth by William Shakespeare												
<b>Maths</b>	Geometry: Properties of Shape			Geometry : position and direction	Consolidation, Investigations and preparations for KS3			Consolidation, Investigations and preparations for KS3					
<b>R.E. - Catholic</b>	Branch 5: To the ends of the Earth							Branch 6: Dialogue and Encounter					
<b>Visits / Visitors</b>	<b>PSHCE: Visit to Houses of Parliament ‘Adventurers tour of Parliament’</b> ( <a href="https://www.parliament.uk/education/">https://www.parliament.uk/education/</a> ) <b>PSHCE: Visit to Camden Citizenship Conference</b>  <b>Computing: Visitor from Camden Learning Centre (CLC), ‘Programming B – Sensing (using BBC Microbit)’ workshop</b> <a href="https://camdenlearning.org.uk/camden-city-learning-centre-clc/">https://camdenlearning.org.uk/camden-city-learning-centre-clc/</a> Camden City Learning Centre, Charrington Street, London NW1 1RD							<b>Science / Geography: Visit to Kew Gardens, ‘KS2 Evolution and Adaption’ (science) OR ‘KS2 habitats: rainforest’ (geography) sessions</b> <a href="https://www.kew.org/kew-gardens/school-visits/browse-sessions/key-stage-2">https://www.kew.org/kew-gardens/school-visits/browse-sessions/key-stage-2</a> Richmond, TW9 3AB <b>PGL</b> <a href="http://www.pgl.co.uk/en">http://www.pgl.co.uk/en</a> PGL Adventure Centre Liddington, Foxhill, Swindon, Wiltshire, SN4 0DZ					
<b>Science</b>	<b>Light</b> We are learning to explain how we see things.	<b>Light</b> We are learning to apply understanding of how light travels to explain how a periscope works	<b>Light</b> We are learning to understand that white light is made of many colours and these can be separated out	<b>Light</b> We are learning to identify the variables that affect the size of a shadow	<b>Light</b> We are learning to carry out a fair test to investigate shadow size	<b>Light</b> We are learning to design a shadow puppet show		<b>Electricity</b> We are learning to represent a simple circuit in a diagram and describe how it works	<b>Electricity</b> We are learning to use a switch in a simple electrical circuit, show it in a diagram and describe how it works	<b>Electricity</b> We are learning to demonstrate the effects of changing the current flowing through components in a circuit	<b>Electricity</b> We are learning to demonstrate the effects of changing the current flowing through components in a circuit	<b>Electricity</b> We are learning to demonstrate how circuits can be represented in, and constructed from, diagrams	<b>Electricity</b> We are learning to demonstrate how circuits can be represented in, and constructed from, diagrams

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<b>History</b> Crime and Punishment	We are learning to know the time and place of crime and punishment in Britain	We are learning to understand crime and punishment in Medieval England (1000-1500AD) <i>Middle Ages Witches capital/corporal punishment/humiliation</i>	We are learning to understand crime and punishment in Early Modern Britain (1500-1600AD) <i>Tudors Religious crime, capital/corporal punishment/humiliation</i>	We are learning to understand crime and punishment in the Georgian Period (1700-1800AD) <i>The rise of highway robbery and the Bloody Code</i>	We are learning to understand crime and punishment in the Victorian Era (1800-1900) <i>Sir Robert Peele and the police force and prison reform</i>	We are learning to explain how punishment of crime in Britain has changed over time (1000AD – 1900AD)	Taught in 1 <sup>st</sup> half of term					
<b>Geography</b>	Taught in 2 <sup>nd</sup> half of term						We are learning about the Amazon region	We are learning what it is like to live in the rainforest and why it is so important	We are learning how to protect the rainforest	We are learning about the climate of South East Asia	We are learning how land use in Singapore has changed	We are learning how Singapore is planning for the future
<b>Art and design</b>	<b>Collage and Textiles (Manipulating Fabric and Collaborative Collages)</b> We are learning to explore ways to manipulate fabric.	We are learning to weave on a card loom.	We are learning sky and sea techniques using collage materials.	We are learning to work collaboratively to create a collage.			<b>Digital Media (Digital Collages)</b> We are learning to create a digital collage.	We are learning to create a collaborative collage.	We are learning to create and edit a digital collage background.	We are learning to create and edit a digital collage background.	We are learning to add text to a digital collage.	
<b>DT</b>	Structures (Bird House Builders)											
<b>PE</b>	Cricket (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) Athletics (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> ) OAA (residential)						Tennis (The PE Hub lesson plans – <a href="http://www.thepehub.co.uk">www.thepehub.co.uk</a> )					
<b>PSHCE in addition to weekly lessons</b>												
<b>PSHCE weekly lesson</b>	Taught in 2 <sup>nd</sup> half of term						<b>RHSE</b> UKS2, Module 2, Unit 2, Session 2	<b>RHSE</b> UKS2, Module 1, Unit 2,	<b>RHSE</b> UKS2, Module 1, Unit 2, Session 3	<b>RHSE</b> UKS2, Module 1, Unit 4, Session 1	<b>RHSE</b> UKS2, Module 1, Unit 4, Session 2	

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								Do you want a piece of cake (TT)	Session 2 Girls' bodies (TT)	Boys' bodies (TT)	Making babies (part 1) (TT)	Making babies (part 2) (TT)	
<b>Computing</b>	<b>Programmin g – Variables in games</b>  To define a 'variable' as something that is changeable.	To explain why a variable is used in a program.	To choose how to improve a game by using variables.	To design a project that builds on a given example.	To use my design to create a project.	To evaluate my project.		Taught in 1 <sup>st</sup> half of term					
<b>Spanish</b>	Spain and other countries	Spanish Culture	Food	Food	The Weather	Retrieval Practice		Ways of transport	Spanish History	Routines and time	Routines and time-using adverbs	Professi ons	Retrieval Practice
<b>Music</b> <b>Unit 18</b>	Understanding syncopation		To layer syncopated rhythms		To read syncopated rhythms			To compose a syncopated rhythm		To perform using syncopated rhythms		To summarise our learning of syncopation	
<b>Food Tech</b>	Cheesy courgette muffins												