



William Gilpin CE VA Primary School
“Start small, think big...”
Maple Cycle A Curriculum Map Overview

	Autumn		Spring		Summer		
Christian Values	Forgiveness		Kindness		Belief		
Core Values	Collaboration	Independence	Self-worth	Respect	Creativity	Creativity	
Topic	Call the Doctor!	Celebrations and Festivals	The Titanic	Plants & Animals	Holidays		
Enrichment Opportunities	Nurses and Doctors in to speak to the class about their job. Preparations for Harvest Festival	Class Diwali celebration Sending a letter or email to Santa	Trip to the SeaCity Museum Titanic dressing up day		Trip to New Forest Wildlife Park	St. Barbes outreach- Seaside holidays in the past Trip to the beach Making 3D islands in groups	
Global Awareness	Where is Scutari in relation to the UK?	Festivals from around the world.	Where did all the people on the Titanic come from? Comparing and finding links between port cities.		The importance or rivers around the world including the River Ganges during RE.	The ways in which people are connected to other countries. How do we travel to other places around the world? Identifying whether all islands have the same features.	
English	<i>For further details of the English Curriculum please see the English Long Term Overview.</i>						
Maths	<i>For details of the Maths Curriculum please see the Maths Long Term Overview.</i>						
Science	Animals & Humans <ul style="list-style-type: none"> ▪ animal offspring and growth ▪ basic needs of animals for survival ▪ the importance of exercise, healthy eating & hygiene <i>Working scientifically</i> <ul style="list-style-type: none"> ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ performing simple tests ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions 		Materials <ul style="list-style-type: none"> ▪ changes in materials (shape) ▪ suitability of materials for particular uses <i>Year 1:</i> <ul style="list-style-type: none"> ▪ distinguish between an object and the material from which it is made ▪ identify and name a variety of everyday 		Plants <ul style="list-style-type: none"> ▪ how seeds & bulbs grow ▪ basic needs of plants <i>Year 1:</i> <ul style="list-style-type: none"> ▪ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. ▪ identify and describe the basic structure of a variety of common flowering plants, including trees. <i>Year 2:</i>		Animals & Humans <ul style="list-style-type: none"> ▪ living & non-living things ▪ habitats ▪ micro-habitats. ▪ simple food chains Year 1: <ul style="list-style-type: none"> ▪ describe and compare the structure of a variety of

- gathering and recording data to help in answering questions.

Year 1:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Y1: I recognise some ways that I can stay healthy.

Y2: I can describe the importance of exercise, diet and hygiene to keep healthy.

Y1: I can name a variety of common birds, fish, amphibians, reptiles and mammals.

Y2: I can explain what carnivores, herbivores and omnivores are.

materials, including wood, plastic, glass, metal, water, and rock

- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

Year 2:

- identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed
- by squashing, bending, twisting and stretching

Y1: I can make simple observations.

Y1: I can identify some similarities and differences between materials.

Y1: I can test ideas that have been suggested to me.

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Y1: I can observe and describe how seeds and bulbs grow into mature plants.

Y1: I recognise that you can collect evidence to try to answer a question.

Y2: I can use my observations to begin to draw simple conclusions.

Y2: I can identify that plants need water, light and a suitable temperature to stay healthy.

Y2: I recognise why it is important to collect evidence.

common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Year 2:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and

			<p>Y2: I use observational evidence to investigate the properties of materials.</p> <p>Y2: I know how some materials can be changed by squashing, bending, twisting and stretching.</p>		name different sources of food.
History	<p>Florence Nightingale Finding out about the life of a significant individual. Identifying the lasting impact of Florence Nightingale's work on nursing.</p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and 	<p>The Gunpowder Plot Learn about a significant national event from the past.</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] <p>Y1: Talks about things that happened and stories about the past.</p>	<p>The Titanic Exploring a significant historical event in their locality. Identifying the lasting impact of the Titanic's sinking.</p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality. <p>Y1: Begins to show an awareness of the differences between ways of life at different times.</p> <p>Y2: identifies different ways in which the past is represented.</p>	<p>Holidays in the past Comparing and describing how holidays have changed over time. Identifying changes within living memory.</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p>Y1: Answers questions about the past by looking at sources of information.</p> <p>Y2: Places objects and events in chronological order.</p>	

	<p><i>Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</i></p> <p>Y1: Recognises different ways in which the past is represented.</p> <p>Y2: Recognises that there are reasons why people in the past did things.</p> <p>Y2: Places objects and events in chronological order.</p>					
<p>Geography</p>	<p>Boldre Use fieldwork and observational skills to study the geography of the school and grounds. What is unique about the grounds of William Gilpin School?</p> <ul style="list-style-type: none"> ▪ <i>Can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</i> ▪ <i>devise a simple map; and use and construct basic symbols in a key</i> 		<p>Southampton and New York Identifying the features of and comparing port cities. Is Southampton a better port than New York?</p> <ul style="list-style-type: none"> ▪ <i>Can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i> <p>Y1: Can use simple geographical vocabulary to refer to key human features including city, town, village.</p>		<p>Scottish Islands Describing the features of islands using geographical language. Identifying the countries of the UK. What are the best features of the Scottish Islands?</p> <ul style="list-style-type: none"> ▪ <i>Can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</i> ▪ <i>devise a simple map; and use and construct basic symbols in a key</i> 	<p>Boldre & Bournemouth beach Use fieldwork and observational skills to study the geography of the school and grounds. Is it more human or physical where we live?</p> <ul style="list-style-type: none"> ▪ <i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i> ▪ <i>Key physical features, including: beach,</i>

	<p>Y1: Can use simple geographical vocabulary to refer to key human features including city, town, village.</p> <p>Y2: Can use basic geographical vocabulary to refer to the key physical features of an area.</p>		<p>Y2: Can use geographical vocabulary to compare key human features of two locations.</p>		<ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage United Kingdom and its surrounding seas Place knowledge <p>Y2: Can use basic geographical vocabulary to refer to the key physical features of an area.</p>	<p>cliff, coast, forest, hill, mountain, sea,</p> <ul style="list-style-type: none"> ocean, river, soil, valley, vegetation, season and weather Place knowledge <p>Y1: Can identify human and physical features of a variety of holiday environments.</p> <p>Y2: Can recognise and compare a range of holiday environments.</p>
Art	<p>Call the Dr! Painting Colour tone, self portrait Kandinsky/Picasso Paint/Collage</p> <ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Y1: Discuss the work of different artists.</p>	<p>Celebrations and Festivals Digital Media Rangoli patterns/Firework pictures 3D – clay diva lamps Textiles – Christmas card/decoration/Calendar</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, 	<p>The Titanic: Finding Out About the Past 3D – Titanic models</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products <p>Y1: Can experiment with constructing and joining a variety of materials.</p> <p>Y2: Can explore sculpture with a range of malleable materials.</p>	<p>Plants and Animals Print/Texture/Drawing Animal patterns/colour</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>Y1: Can design and print simple repetitive patterns.</p>	<p>Holidays Collage – Seaside landscape 3D – Wire fish sculpture Beach hut design Sea scene diorama</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products <p>Y1: Can experiment with constructing and joining a variety of materials.</p> <p>Y2: Can explore sculpture with a range of malleable materials.</p>	

	Y2: Compare the work of a range of artists.	experiences and imagination		Y2: Can investigate tone in drawings using lines, marks and shapes.	
D & T		<p>Food Technology Food – preparing and cooking festival foods</p> <ul style="list-style-type: none"> ▪ Use the basic principles of a healthy and varied diet to prepare dishes. (Cooking & nutrition) ▪ Understand where food comes from. (Cooking & nutrition) ▪ Select from and use a range of tools and equipment to perform practical tasks. (Make) ▪ Select from and use a range of materials and components, including ingredients, according to their characteristics. (Make) ▪ Evaluate their ideas and products against design criteria (Evaluate) <p>Y1: Can prepare a simple, healthy dish.</p> <p>Y2: Can design and prepare a healthy menu.</p>	<p>Structures Structures Design and make model boats that can float; Models of Titanic</p> <ul style="list-style-type: none"> ▪ Design purposeful, functional, appealing products for themselves and others based on design criteria. (design) ▪ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT. (design) ▪ Build structures, exploring how they can be made stronger, stiffer and more stable. (Technical knowledge) ▪ Select from and use a range of materials and components, including construction materials, according to their characteristics. (Make) 		<p>Wheels and Axles Mechanisms – Bathing huts, wheels and axles.</p> <ul style="list-style-type: none"> ▪ Explore and use mechanisms (levers, sliders, wheels & axles), in their products. (Technical knowledge) ▪ Design purposeful, functional, appealing products for themselves and others based on design criteria. (design) <p>Y1: Can explore simple finishing techniques to improve their work.</p> <p>Y2: Can explore and use mechanisms in products they have designed.</p>

			<ul style="list-style-type: none"> Evaluate their ideas against design criteria. (Evaluate) <p>Y1: Can draw and label a simple design and identify materials they will use.</p> <p>Y2: Can generate ideas and designs and select materials to meet design criteria.</p>		
Music	<p>Unit: Our Bodies (6-7) Musical Focus: Beat</p> <p>In this unit, the children develop a sense of steady beat using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>KS1 Nativity Singing performance.</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes experiment with, create, select and combine sounds using the inter-related dimensions of music. listen with concentration and understanding to a range of high-quality live and recorded music <p>Y1: Can take part in a whole class performance.</p>	<p>Unit: BBC Dance with the Elements - Water Musical Focus: Listening</p> <p>The children listen to classical music including Debussy's Arabesque, Saint Saens' Aquarium and Strauss's The Blue Danube. They watch dancers perform choreographed pieces to music. They then create their own movements to the pieces by listening carefully to them.</p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music <p>Y2: Can listen to and talk about classical pieces of music.</p>	<p>Unit: Animals (6-7) Musical Focus: Pitch</p> <p>Animal movement is linked with pitch in this unit, to help children develop understanding and recognition of changing pitch. Children interpret pitch line notation using voices and tuned instruments.</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music <p>Y1: Can explain what pitch is and can show this using my voice or an instrument.</p>	<p>Unit: Travel (6-7) Musical Focus: Performance</p> <p>In this unit, the children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. use their voices expressively and creatively by singing songs and speaking

				Y2: Can explain how pitch can change direction upwards and downwards.	<p><i>chants and rhymes</i></p> <ul style="list-style-type: none"> <i>listen with concentration and understanding to a range of high-quality live and recorded music</i> <p>Y1: Can play tuned and untuned instruments to a steady beat.</p> <p>Y2: Can layer sounds in a performance using a range of instruments, including voice.</p>
Computing	<p>Purple Mash- Online Safety (Unit 1.1, 2.2)</p> <p>Effective Searching (Unit 2.5)</p> <p>E-Safety</p> <p>Digital Literacy – saving work correctly</p> <ul style="list-style-type: none"> <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> <i>recognise common uses of information technology beyond school</i> <i>use technology safely and</i> 	<p>Purple Mash- Technology outside school (Unit 1.9)</p> <p>Presenting Ideas (Unit 2.8)</p> <p>E-Safety</p> <p>Digital Literacy – touch typing</p> <ul style="list-style-type: none"> <i>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i> <i>use technology purposefully to</i> 	<p>Purple Mash- Animated Story Books (Unit 1.6)</p> <p>Creating Pictures (Unit 2.6)</p> <p>Making Music (Unit 2.7)</p> <p>E-Safety</p> <p>Digital Literacy – research</p> <ul style="list-style-type: none"> <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> <p>Y2: Can do simple manipulation of images.</p>	<p>Purple Mash- Spreadsheets (Unit 1.8, 2.3)</p> <p>Pictograms (Unit 1.3)</p> <p>Questioning (Unit 2.4)</p> <p>E-Safety</p> <p>Digital Literacy – research</p> <p>Using a range of given sources to find out about the Titanic.</p> <ul style="list-style-type: none"> <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> 	<p>Purple Mash- Grouping and Sorting (Unit 1.2)</p> <p>Lego builders (Unit 1.4) or Maze Explores (Unit 1.5)</p> <p>Coding (Unit 1.7, Unit 2.1)</p> <p>E-Safety</p> <p>Digital Literacy – saving and typing</p> <ul style="list-style-type: none"> <i>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i> <i>create and debug simple programs</i> <i>use logical reasoning to predict the behaviour of simple programs</i> <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>

	<i>respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i>	<i>create, organise, store, manipulate and retrieve digital content</i> <ul style="list-style-type: none"> recognise common uses of information technology beyond school 		Y2: Can present information in a simple graph.	Y1: Can create simple programs. Y2: Can correct mistakes during simple programming.	
PE/Games	PE Session 1: Games / dance/ gymnastics PE Session 2: Real P.E. (Personal)	PE Session 1: Games / dance/ gymnastics PE Session 2: Real P.E.(Social) Y1: Can work sensibly with others, taking turns and sharing (Social)	PE Session 1: Games / dance/ gymnastics PE Session 2: Real P.E.(Cognitive)	PE Session 1: Games / dance/ gymnastics PE Session 2: Real P.E.(Creative)	PE Session 1: Athletics PE Session 2: Real P.E. (Applying Physical skills) Y1: I can perform a single skill or movement with some control (Applying physical skills) Y2: I can perform a sequence of movements with some changes in level, direction or speed (Applying physical skills)	PE Session 1: Athletics PE Session 2: Real P.E. (Health and Fitness) Y2: Can use equipment appropriately and move and land safely (Knowledge and Understanding of health and fitness)
RE	Harvest Celebration – Living Difference III We will explore the concept of Celebration through looking at how Christians celebrate Harvest time.	Candlelight at Diwali and Advent – Living Difference III We will explore the concept of Light as a Symbol through looking at how Christians celebrate Advent and Hindus celebrate Diwali .	Story – Living Difference III (RE Pack) We will explore the concept of Story through looking at stories told in Christianity and Hinduism .	Happy and Sad – Living Difference III We will explore the concept of Happy and Sad through looking at the Christian Easter story. Y1: Can talk about a time when you have been sad then happy. (Apply)	Who made the world? Understanding Christianity We will explore the concept of Creation through looking at the Christian creation story. Y1: Can describe simply what the word creation means?	Festival of Holi – Living Difference III (RE Pack) We will explore the concept of Remembering through looking at how Hindus remember Vishnu.

		Y2: Describe how candlelight is used as a symbol for Hindus and Christians. (Contextualise)	Y1: Can talk about why stories are important (Evaluate) Y2: Describe a story that is important to Christians or Hindus (Contextualise)		(Communicate) Y2: What story do Christians tell about creation? (Evaluate)	
PSHE	Heartsmart Get Heartsmart (Year 2 Unit)	Heartsmart Let love in (Year 2 Unit)	Heartsmart Too much Selfie isn't healthy (Year 2 Unit)	Heartsmart Don't Rub it in, rub it out (Year 2 Unit)	Heartsmart Fake is a mistake (Year 2 Unit)	Heartsmart No way through isn't true (Year 2 Unit)