



# William Gilpin CE VA Primary School

“Start small, think big...”

## Maple Cycle B Curriculum Map Overview

	Autumn		Spring		Summer	
<b>Christian Values</b>	Forgiveness		Kindness		Belief	
<b>Core Values</b>	Collaboration	Independence	Self-worth	Respect	Creativity	Creativity
<b>Topic</b>	Learning about ourselves and the World		Superheroes	Looking after our planet	London's Calling	
<b>Enrichment Opportunities</b>						
<b>Global Awareness</b>						
<b>English</b>	For further details of the English Curriculum please see the English Long Term Overview.					
<b>Maths</b>	For details of the Maths Curriculum please see the Maths Long Term Overview.					
<b>Science</b>	<b>Animals &amp; Humans</b>	<b>Four Seasons</b>	<b>Materials</b>	<b>Animals &amp; Humans</b>	<b>Plants</b>	
	<p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>Observing closely, using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions.</li> </ul> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> </ul>	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Y1: Can gather simple data with adult support.</b></p> <p><b>Y1: Can recognise the changes across the four seasons.</b></p> <p><b>Y2: Can gather and record simple data.</b></p> <p><b>Y2: Can describe weather and day length associated with the four seasons</b></p>	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their</li> <li>simple physical properties</li> </ul> <p><b>Year 2:</b></p>	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>identify, name, draw and label the</li> </ul>	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous</li> <li>and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow</li> <li>and stay healthy.</li> </ul> <p><b>Y1: Can identify and describe the basic structure of plants, i.e. roots, stem, leaves and flower.</b></p> <p><b>Y2: Can make predictions about what will happen.</b></p>	

- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- 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:**

- 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 name different sources of food.

- 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: Can ask simple scientific questions.

Y1: Can use simple observations to answer questions.

Y1: Can name and sort a variety of everyday materials.

Y2: Can communicate observations verbally.

Y2: Can ask questions and identify ways to answer them.

Y2: Can describe the physical properties of some everyday materials.

basic parts of the human body and say which part of the body is associated with each sense.

Y1: Can sort and compare living and non-living things.

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

Y2: Can name some common carnivores, herbivores and omnivores.

	<ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for</li> <li>• survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p>Y1: Can label the basic parts of the human body.</p>				
<p><b>History</b></p>	<p><b>Local History: Lymington Salt Mining Industry</b></p> <ul style="list-style-type: none"> <li>▪ The lives of significant individuals in the past who have contributed to national and</li> <li>▪ International achievements. Some should be used to compare aspects of life in</li> <li>▪ different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus</li> <li>▪ and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and</li> <li>▪ LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale</li> <li>▪ and Edith Cavell]</li> </ul> <p>Y1: Can begin to place objects and events in chronological order.</p> <p>Y1: Can recognise common words and phrases related to the passing of time.</p> <p>Y2: Can use common words and phrases related to the passing of time.</p>			<p><b>Great Fire of London</b></p> <ul style="list-style-type: none"> <li>▪ Events beyond living memory that are significant nationally or globally [for example, the</li> <li>▪ Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul> <p>Y1: Can explain the difference between ways of life at different times.</p> <p>Y2: Can use sources of information thoughtfully to answer questions about the past.</p>	
<p><b>Geography</b></p>	<p><b>Lymington: The Local Environment</b> Where in the world is Lymington?</p> <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> <li>▪ name and locate the world's seven continents and five oceans</li> </ul>		<p><b>Canada – Arctic</b> Is it better to live in Canada or the Arctic?</p> <ul style="list-style-type: none"> <li>▪ Understand geographical</li> </ul>	<p><b>Maps of London</b> Can we use a compass to travel around London?</p>	

	<ul style="list-style-type: none"> <li>▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>▪ Place knowledge</li> <li>▪ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>▪ 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</li> </ul> <p>Y1: Can begin to use a variety of sources of information to learn about different locations.</p> <p>Y2: Can use a variety of sources of information to learn about different local environments.</p>		<p>similarities and differences through studying the human and</p> <ul style="list-style-type: none"> <li>▪ physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p>Y1: Can compare a small area of the UK and a small area in a contrasting non-European Country.</p> <p>Y2: Can name and locate some of the world continents and oceans</p>	<ul style="list-style-type: none"> <li>▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Y1: Can use simple locational and directional; language to describe features on maps.</p> <p>Y2: Can use simple compass directions and language to describe features and routes on maps.</p>
<p><b>Art</b></p>	<p><b>Drawing, Paint, Mix Media</b> – observe and record patterns in nature. Colour matching and mixing.</p> <ul style="list-style-type: none"> <li>▪ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul> <p>Y1: Can mix and match colours</p> <p>Y2: Can use a variety of techniques to create different textural effects.</p>	<p><b>Textiles</b> – glove puppets</p> <ul style="list-style-type: none"> <li>▪ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p>Y2: Can apply shapes and a variety of materials using glue or by stitching.</p>	<p><b>Textiles</b> – dye &amp; print on fabric Applique/stitching Weaving</p> <ul style="list-style-type: none"> <li>▪ 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. (William Morris)</li> </ul> <p>Y1: Can discuss similarities and differences in work of different artists.</p>	<p><b>Drawing/Collage</b> - Drawing minibeasts from observation, inventing from imagination- collage for bugs</p> <p><b>Digital Media</b> – embellish photos <b>Printing</b> – block print flowers/fruit images</p> <p>Y1: Can use observations within their artwork.</p> <p>Y2: Can record and explore ideas through first hand observation.</p>

				Y2: Can say how their work is similar and different to that of known artists.	
D & T		<p><b>Food Technology</b> – learn about food grown in different parts of the world. Prepare dishes using a variety of foods.</p> <p><i>Food Technology</i></p> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes. (Cooking &amp; nutrition)</li> <li>• Understand where food comes from. (Cooking &amp; nutrition)</li> <li>• Select from and use a range of tools and equipment to perform practical tasks. (Make)</li> <li>• Select from and use a range of materials and components, including ingredients, according to their characteristics. (Make)</li> </ul> <p>Y1: Can say where food comes from.</p> <p>Y2: Can explain where different food comes from and how climate influences what is grown.</p>	<p><b>Textiles</b> – Make a superhero glove puppet.</p> <p><i>Textiles</i></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and others based on design criteria. (design)</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT. (design)</li> <li>• Select from and use a range of materials and components, including textiles, according to their characteristics. (Make)</li> <li>• Evaluate their ideas against design criteria. (Evaluate)</li> </ul> <p>Y1: Can cut, assemble and join materials, with support.</p> <p>Y2: Can explore the effectiveness of different joining techniques.</p>		<p><b>Sliders and Levers</b> – use sliders and levers to create a moving picture of the Great Fire of London</p> <p><i>Sliders and Levers</i></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and others based on design criteria. (design)</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT. (design)</li> <li>• Explore and use mechanisms (levers, sliders, wheels &amp; axles), in their products. (Technical knowledge)</li> <li>• Evaluate their ideas against design criteria. (Evaluate)</li> </ul> <p>Y1: Can say what they like and dislike about their work.</p> <p>Y2: Can recognise how well products meet design specifications.</p>
Music	Unit: Ourselves (6-7) Musical Focus: Exploring Sounds	KS1 Nativity Musical Focus: Performance	Unit: Pattern (6-7) Musical Focus: Beat	Unit: BBC Ten Pieces 'Finlandia' by Jean Sibelius	Unit: Seasons (6-7) Musical Focus: Pitch

	<p>The children discover ways to use their voices to describe feelings and moods. They create, notate and perform vocal sounds, building to a performance.</p> <ul style="list-style-type: none"> <li>▪ <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></li> <li>▪ <i>play tuned and untuned instruments musically</i></li> <li>▪ <i>experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></li> </ul> <p>Y1: Can use their voices to create mood.</p> <p>Y2: Can use untuned instruments with voice to create mood.</p>	<ul style="list-style-type: none"> <li>▪ <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></li> <li>▪ <i>listen with concentration and understanding to a range of high-quality live and recorded music</i></li> </ul> <p>Y1: Can take part in a whole class performance.</p>	<p>Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments.</p> <ul style="list-style-type: none"> <li>▪ <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></li> <li>▪ <i>play tuned and untuned instruments musically</i></li> <li>▪ <i>experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></li> </ul>	<p><b>Musical Focus: Listening</b></p> <p>The children will listen to a new piece of music, explore loud and quiet sounds and hear music from another country. Exploring this piece of music will help children with their listening and communication and language.</p> <ul style="list-style-type: none"> <li>▪ <i>listen with concentration and understanding to a range of high-quality live and recorded music</i></li> </ul> <p>Y2: Can listen to and talk about classical pieces of music.</p>	<p>The children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.</p> <ul style="list-style-type: none"> <li>▪ <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></li> <li>▪ <i>play tuned and untuned instruments musically</i></li> <li>▪ <i>listen with concentration and understanding to a range of high-quality live and recorded music</i></li> <li>▪ <i>experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></li> </ul> <p>Y1: Can explain what pitch is and can show this using movement.</p> <p>Y2: Can explain how pitch can rise and fall.</p>	
<p><b>Computing</b></p>	<p>Purple Mash- Online Safety (Unit 1.1, 2.2)</p> <p>Effective Searching (Unit 2.5)</p>	<p>Purple Mash- Technology outside school (Unit 1.9)</p> <p>Presenting Ideas (Unit 2.8)</p>	<p>Purple Mash- Animated Story Books (Unit 1.6)</p> <p>Creating Pictures (Unit 2.6)</p>	<p>Purple Mash- Spreadsheets (Unit 1.8, 2.3)</p> <p>Pictograms (Unit 1.3)</p> <p>Questioning (Unit 2.4)</p>	<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><b>E-Safety</b></p> <p><b>Digital Literacy</b> – saving work correctly</p> <ul style="list-style-type: none"> <li>• <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></li> <li>• <i>recognise common uses of information technology beyond school</i></li> <li>• <i>use technology safely and 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></li> </ul>	<p><b>E-Safety</b></p> <p><b>Digital Literacy</b> – touch typing</p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></li> <li>• <i>recognise common uses of information technology beyond school</i></li> </ul>	<p>Making Music (Unit 2.7)</p> <p><b>E-Safety</b></p> <p><b>Digital Literacy</b> – research</p> <ul style="list-style-type: none"> <li>• <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></li> </ul> <p>Y2: Can do simple manipulation of images.</p>	<p><b>E-Safety</b></p> <p><b>Digital Literacy</b> – research</p> <p>Using a range of given sources to find out about the Titanic.</p> <ul style="list-style-type: none"> <li>• <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></li> </ul> <p>Y2: Can present information in a simple graph.</p>	<p><b>E-Safety</b></p> <p><b>Digital Literacy</b> – saving and typing</p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>create and debug simple programs</i></li> <li>• <i>use logical reasoning to predict the behaviour of simple programs</i></li> <li>• <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></li> </ul> <p>Y1: Can create simple programs.</p> <p>Y2: Can correct mistakes during simple programming.</p>	
<p><b>PE/Games</b></p>	<p><b>PE Session 1: Games / dance/ gymnastics</b></p> <p><b>PE Session 2: Real P.E. (Personal)</b></p>	<p><b>PE Session 1: Games / dance/ gymnastics</b></p> <p><b>PE Session 2: Real P.E. (Social)</b></p> <p>Y1: Can work sensibly with others, taking turns and sharing (Social)</p>	<p><b>PE Session 1: Games / dance/ gymnastics</b></p> <p><b>PE Session 2: Real P.E.(Cognitive)</b></p>	<p><b>PE Session 1: Games / dance/ gymnastics</b></p> <p><b>PE Session 2: Real P.E.(Creative)</b></p>	<p><b>PE Session 1: Athletics</b></p> <p><b>PE Session 2: Real P.E.(Applying Physical skills)</b></p> <p>Y1: Can perform a single skill or movement with some control (Applying physical skills)</p> <p>Y2: Can perform a sequence of movements with some changes in level, direction or speed (Applying physical skills)</p>	<p><b>PE Session 1: Athletics</b></p> <p><b>PE Session 2: Real P.E. (Health and Fitness)</b></p> <p>Y2: Can use equipment appropriately and move and land safely (Knowledge and Understanding of health and fitness)</p>

<p style="text-align: center;"><b>RE</b></p>	<p><b>Bread as a symbol – Living Difference III (RE Pack)</b></p> <p>We will explore the concept of <b>Symbol</b> through looking at how <b>Christians</b> use symbols during the Harvest period.</p> <p>Y1: Can talk about how bread is a symbol at Harvest time. (Contextualise)</p> <p>Y2: Can identify symbols that are important in their own lives. (Apply)</p>	<p><b>Why do Christmas matter to Christians? – Understanding Christianity</b></p> <p>We will explore the concept of <b>Incarnation</b> through sharing the <b>Christian</b> Christmas story.</p>	<p><b>Why does Easter matter to Christians – Understanding Christianity</b></p> <p>We will explore the concept of <b>Salvation</b> through sharing the <b>Christian</b> Easter story.</p>		<p><b>Hindu Worship – Living Difference III</b></p> <p>We will explore the concept of <b>Devotion</b> discussing worship and how this is special to <b>Hindus</b>.</p> <p>Y1: Can talk about something they are devoted to in their own lives. (Communicate) Y2: Can describe what the concept devotions means. (Enquire)</p>	<p><b>Water – Living Difference III</b></p> <p>We will explore the concept of <b>Ritual</b> through comparing how <b>Christians</b> and <b>Hindus</b> use water in celebrations.</p> <p>Y1: Can talk about why water important in our everyday lives? (Apply)</p> <p>Y2: Can describe a way water is important in either Christianity or Hinduism. (Contextualise)</p>
<p style="text-align: center;"><b>PSHE</b></p>	<p><b>Heartsmart</b> Get Heartsmart (Year 1 Unit)</p>	<p><b>Heartsmart</b> Let love in (Year 1 Unit)</p>	<p><b>Heartsmart</b> Too much Selfie isn't healthy (Year 1 Unit)</p>	<p><b>Heartsmart</b> Don't Rub it in, rub it out (Year 1 Unit)</p>	<p><b>Heartsmart</b> Fake is a mistake (Year 1 Unit)</p>	<p><b>Heartsmart</b> No way through isn't true (Year 1 Unit)</p>