



William Gilpin CE VA Primary School

“Start small, think big...”

Beech and Pine

Cycle A Curriculum Map

	Autumn		Spring		Summer	
Christian Values	Compassion		Community		Courage	
British Core Values	The rule of law	Democracy	Individual liberty	Mutual respect and tolerance	Individual liberty	Mutual respect and tolerance
Topic	Battle of Britain		African Plains		Myths, Legends and Beliefs <i>Ancient Greece</i>	
Enrichment Opportunities	Residential Trip Visiting Artist Visit to Art Gallery			Tea tasting 'Pit' game Afternoon Tea Party.	Trip to Museum to see Greek inspired art work/ visiting theatre company /storyteller.	
Global Awareness	We will explore beliefs in a different culture. We will look at art work related to European and Aboriginal artists.		Emphasising the importance of Fair Trade. Looking at the impact of trade routes and how trade affects the lives of producers.		We will explore life in a different time and culture, looking at how people were ruled in different parts of Greece and how this has impacted on modern policy.	
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	<i>For details of the Science Curriculum please see the Science Long Term Overview.</i>					
History	<p>Battle of Britain: We will explore the events of WW2 through the life of a local Fighter Pilot and investigate the significance of the Battle of Britain.</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain <p>Can select and combine information from different sources.</p> <p>Can describe reasons for and results of some historical events.</p>		<p>Africa: We will explore how a part of African history contrasts with our own British history.</p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: Benin (West Africa) c. AD 900-1300 <p>Can use the internet to find out about events and people from the past.</p> <p>Can put together information from different sources to communicate ideas about the past.</p>		<p>Ancient Greece: We will study how people lived in Ancient Greece: Houses & homes, rule, education, work & leisure. We will explore the use of music, art and theatre to express aspects of Ancient Greek Culture. We will explore the legacy of this culture in modern society.</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day 	

	<p>Can describe some of the differences between societies in Britain.</p>		<ul style="list-style-type: none"> ▪ <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i> <p>Can consider and have an understanding of the impact of ancient civilisations on the modern world.</p> <p>Can give reasons for why the past may be represented in different ways.</p>
<p>Geography</p>	<p>Battle of Britain: Through learning about the Battle of Britain we will learn about the locational knowledge of Europe and the cities of the United Kingdom. By exploring battles consider how the human and physical characteristics, key topographical features of a country or city effect the methods of battle. How is the UK linked to Europe in WWII? <i>Locational knowledge</i></p> <ul style="list-style-type: none"> ▪ <i>locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> ▪ <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <p>Can use a map and technology to find out about the physical geography of a battle location.</p> <p>Can use a grid and key to identify countries and key physical or human features on a map.</p> <p>Can explain why the physical features of locations affected the battle.</p>	<p>Africa: We will explore parts of Africa that produce commodities such as tea and the impact of this on the environment and people who live there. Where did this tea start its journey? <i>Human and physical geography</i></p> <ul style="list-style-type: none"> • <i>describe and understand key aspects of:</i> • <i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i> <p><i>Locational Knowledge</i></p> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> • <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <p>Can use maps to find countries and describe some key physical or human features.</p>	<p>Ancient Greece: We will learn about Greece and how land use and human activity have changed through history. Boldre is a world away from Greece, discuss. <i>Place Knowledge Europe</i> <i>Greece</i> <i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> • <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <p>Can describe features of the land and human activities in ancient Greece.</p> <p>Can explain similarities and differences in land use and human activity between ancient Greece and modern Greece.</p>
<p>Art</p>	<p>Battle of Britain:</p>	<p>Africa:</p>	<p>Ancient Greece:</p>

	<p>Drawing- Illustrate newspaper articles.</p> <p>Line – make marks & lines with a range of drawing implements. Form & shape Experiment with different grades of pencil to draw different forms and shapes. Apply tone to a drawing in a simple way.</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials taught about great artists, architects and designers in history (J. Howard Miller) <p>Can explain how great artists apply tone in a drawing.</p>	<p>Drawing – use a range of drawing implements to create pattern and texture.</p> <p>Colour – use primary colours to make secondary colours. Mix tints and shades.</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials <p>Can experiment with ways in which surface detail can be added to drawings.</p>	<p>Painting – experiment with different effects and textures using a variety of brushes appropriate for the task.</p> <p>Sculpture – clay pots</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including sculpture with a range of materials [clay] <p>Can produce intricate patterns and textures in a malleable media.</p>
<p>D & T</p>	<p>Electrical Systems – simple circuits – An illuminated Christmas card</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to 	<p>Africa:</p> <p>Food – Children can explore African dishes</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>Can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. (Food and Nutrition)</p>	<p>Ancient Greece:</p> <p>Mechanical systems – water mill Children create a mechanical system involving levers and linkages.</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks

	<p><i>their functional properties and aesthetic qualities</i></p> <ul style="list-style-type: none"> investigate and analyse a range of existing products <p>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical Knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. <p>Can plan and refine the use of an electrical circuit in a product.</p>			<p><i>[for example, cutting, shaping, joining and finishing], accurately</i></p> <ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products <p>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical Knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <p>Can create mechanical systems such as levers and linkages or pneumatic systems that create movement. (Technical knowledge)</p>	
<p>Music</p>	<p>Unit: Sounds (8-9) Musical focus: Exploring Sounds This unit looks at the way sounds are produced and classified. The children use their voices to make beatbox sounds, learn to sing</p>	<p>Battle of Britain: Musical focus: Listening Listen to the music of WW2 including the Battle of Britain by Ron Goodwin and evaluate preferences</p>	<p>Africa: Musical focus: Notation Use African drums to create and perform own pieces of African music – use picture notation to write own score</p>	<p>Unit: Around the World (8-9) Musical focus: Pitch In this unit, the children explore pentatonic melodies and syncopated rhythms, and learn that the fundamental dimensions</p>	<p>Unit: Ancient Worlds (7-8) Musical focus: Structure Explore Ancient Greece with music inspired by Theseus,</p>

	<p>four-part songs, and perform a jazzy round.</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music 	<p>https://www.bbc.co.uk/programmes/p05b8q1k</p> <ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. <p>Can evaluate music from a historical period.</p>	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations 	<p>of music are the same all over the world.</p> <ul style="list-style-type: none"> use and understand staff and other musical notations <p>Can begin to use staff and other musical notations to record ideas</p>		<p>Orpheus and Echo in this unit. The children perform a song cycle, a round, and compose their own ostinati.</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <p>Can create and compose music on their own and with others</p>
<p>Computing</p>	<p>Purple Mash (Beech) – Coding (Unit 3.1, 4.5, 4.5)</p> <p>Purple Mash (Pine) – Coding (Unit 4.5, 4.5, 5.1)</p> <p>E-Safety</p> <p>Digital Literacy – saving work correctly</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating 	<p>Purple Mash (Beech) – Touch Typing (Unit 3.4) Writing for different audiences (Unit 4.4)</p> <p>Purple Mash (Pine) – Writing for different audiences (Unit 4.4) Concept Maps (Unit 5.7)</p> <p>Online Safety & Spreadsheets</p> <p>E-Safety</p> <p>Digital Literacy – typing</p> <ul style="list-style-type: none"> select, use and combine a variety of 	<p>Purple Mash (Beech) - Online Safety (Unit 3.2, 4.2) Email (Unit 3.5) Effective Search (Unit 4.7)</p> <p>Purple Mash (Pine) - Online Safety (Unit 4.2, 5.2) Effective Search (Unit 4.7)</p> <p>E-Safety</p> <p>Digital Literacy – research</p> <ul style="list-style-type: none"> understand computer networks 	<p>Purple Mash (Beech) - Spreadsheets (Unit 3.3, 4.3)</p> <p>Purple Mash (Pine) - Spreadsheets (Unit 4.3, 5.3)</p> <p>E-Safety</p> <p>Digital Literacy – spreadsheets</p> <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range 	<p>Purple Mash (Beech) – Branching Databases (Unit 3.6) Graphing (Unit 3.8)</p> <p>Purple Mash (Pine) – Databases (Unit 5.4)</p> <p>E-Safety</p> <p>Digital Literacy – saving & typing</p> <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital 	<p>Purple Mash (Beech) – Simulations (Unit 3.7)</p> <p>Purple Mash (Pine) – Hardware Investigators (Unit 4.8)</p> <p>E-Safety</p> <p>Digital Literacy – PowerPoint</p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide

	<p>physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p>Y3: Can design and write a program.</p> <p>Y5: Can find the error when my program does not work.</p>	<p>software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Y4: Can explore different ways of finding and sharing information.</p> <p>Y5: Can explain how a concept map can be used to share information with an audience.</p>	<p>including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Y3: Can load, type and send an email for a purpose.</p> <p>Y4: Can use simple search tools to find information on the internet.</p>	<p>of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Y3: Can use spreadsheets in the context of data handling.</p> <p>Y5: Can explore different ways of finding and sharing information.</p>	<p>devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Y5: Can explain what a database field is and how to structure search questions effectively.</p>	<p>multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Y3: Is beginning to use digital images when making a multimedia presentation.</p> <p>Y5: Can use digital images when making a multimedia presentation.</p>
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PE/Games	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Real PE (Personal and Social)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance use running, jumping, throwing and catching in isolation and in combination compare their performances with previous ones and demonstrate improvement to 	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Gymnastics and Real PE (Cognitive and Creative)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Real PE (Cognitive and Creative)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance use running, jumping, throwing and catching in isolation and in combination <p>Y3: Can understand the simple tactics of attacking and defending (Cognitive)</p>	<p>PE Session 1: Invasion Games and Orienteering</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Real PE (Applying Physical Skills)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance use running, jumping, throwing and catching in isolation and in combination <p>Y3: Can select and apply a range of skills</p>	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Dance</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to 	<p>PE Session 1: Invasion Games and Athletics</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Real PE (Health and Fitness)</p>

	<i>achieve their personal best</i>		<p>Y4: Can use my awareness of space and others to make good decisions (Cognitive)</p> <p>Y5: Can develop methods to outwit opponents (Cognitive)</p>	<p>with good control and consistency (Applying Physical Skills)</p> <p>Y4: Can link actions together so that they flow in running, throwing and jumping activities (Applying Physical Skills)</p> <p>Y5: Can use a range of skills confidently in sports specific contexts (Applying Physical Skills)</p>	<i>achieve their personal best</i>	
MFL	<p>French All about me: greetings, names, family, ages and birthday</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the 	<p>French Numbers, birthdays, party time</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words speak in sentences, using familiar vocabulary, phrases and basic language structures present ideas and information orally to a range of audiences* appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the 	<p>French Colours and Body parts</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are 			

	<p><i>language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</i></p> <p>Can listen and respond to simple rhymes.</p>		<p><i>language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</i></p> <p>Can recognise and count to 12 in French.</p> <p>Can identify feminine and masculine words.</p> <p>Can express preferences in French in a game.</p>		<p><i>introduced into familiar written material, including through using a dictionary</i></p> <p>Can ask and answer questions. (What is your name/ how old are you?)</p> <p>Can recognise the correct French vocabulary for colours and body parts.</p>	
RE	<p>Sukkot – Living Difference III</p> <p>We will explore the concept of Ritual and how this is significant to Jewish people.</p> <p>Y3/4: Can describe rituals that could feature in their lives. (Communicate)</p> <p>Y5: Can explain what the concept ritual means. (Enquire)</p>	<p>Mary, Mother of God – Living Difference III</p> <p>Our focus concept is Holy and we will learn about this through exploring how Christians view Mary.</p> <p>Y3/4: Can describe what holy means. (Evaluate)</p> <p>Y5: Can explain how pictures how Mary is considered holy. (Contextualise)</p>	<p>Purim – Living Difference III</p> <p>Our focus concept is Identity and this will be explored through examining how Jewish people express their identity at Purim.</p>	<p>Why do Christians call the day Jesus dies Good Friday? - Understanding Christianity</p> <p>Our focus concept is Salvation and this will be discussed in the context of Christianity and Easter.</p>	<p>Making Choices – Living Difference III</p> <p>We will explore the concept of Temptation and consider how Jesus was tempted within the religion of Christianity.</p> <p>Y3/4: Can describe how Christians believe Jesus was tempted. (Contextualise)</p> <p>Y5: Can explain the importance of temptation in Christianity. (Evaluate)</p>	<p>What do Christians learn from the Creation story? – Understanding Christianity</p> <p>We will explore the concept of Creation and consider the lessons Christians identify from the creation story.</p>
	PSHE	<p>Heartsmart Get Heartsmart (Year 3 Unit)</p>	<p>Heartsmart Let love in (Year 3 Unit)</p>	<p>Heartsmart Too much Selfie isn't healthy (Year 3 Unit)</p>	<p>Heartsmart Don't Rub it in, rub it out (Year 3 Unit)</p>	<p>Heartsmart Fake is a mistake (Year 3 Unit)</p>



Year 5 to complete unit on puberty separately.