



William Gilpin CE VA Primary School

“Start small, think big...”

Beech and Pine

Cycle B 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	Romans		Anglo-Saxons		Vikings	
Enrichment Opportunities	Visit to a Roman Villa.	Archaeological dig in school grounds. Hanukkah festival activities.		Visiting historian	Visit to a Viking settlement.	
Global Awareness	Through English consider the ethical issues around homelessness.	Identify places that have significant importance in archaeology. We will consider if it is important these places are preserved? Will archaeology change in the future?		Learning about the use of plastic and its harm to the environment.	We will consider the concept of invasion and land ownership.	
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	Romans We will find out about the British resistance, e.g. Boudica. We will learn more about the successful invasion by Claudius and conquest, including Hadrian’s Wall. <ul style="list-style-type: none"> <i>the Roman Empire and its impact on Britain</i> 	Romans ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. We will find out about the lasting impact of the Romans on life in Britain today.		The Anglo Saxons To understand that the Roman empire ended. To learn about key Anglo-Saxon invasions and settlements. We will find out about Anglo Saxon place names and village life.	The Vikings We will learn about the Viking invasion of Britain. We will learn about the resistance by Alfred the Great and Athelstan, first king of England. We will learn who Edward the Confessor is and about his death in 1066.	

	<ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>Can identify similarities and differences between ways of life at different times.</p> <p>Can thoughtfully use a range of information to ask and answer historical questions.</p>	<ul style="list-style-type: none"> the Roman Empire and its impact on Britain 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 use the appropriate historical terms to explain the passing of time.</p>		<p>We will discuss the Christian conversion e.g. Lindisfarne</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne 	<ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 <p>Can show an understanding of some of the main events and changes in British History.</p>	
<p>Geography</p>	<p>Romans: We will locate Rome on a map and identify its location in Europe. Is Rome a world away from the New Forest? <i>Place Knowledge Europe</i></p> <ul style="list-style-type: none"> 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 <p><i>Human and physical geography</i></p>	<p>Anglo-Saxons: Locational knowledge To locate countries and capital cities children have visited. To identify key physical and human characteristics of some of the places visited by the children. August is the best time to visit Europe, discuss. <i>Geographical skills and fieldwork</i></p>	<p>Vikings: Human Geography & Locational Knowledge Locate counties and cities of UK / Types of settlements and land use To locate Viking Settlements on a map. To consider how the Vikings used land. Are boats the most important mode of transport around the world? <i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 			

	<ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Can use a wide range of sources of evidence to study and compare a region in a European Country.</p>	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Can locate, name and describe a city, including naming its features and facilities.</p> <p>Can compare cities and countries that I have visited.</p>	<p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Can identify types of settlements and describe land use and human activity in these places.</p>
<p>Art</p>	<p>Romans: Print –Create printing blocks using a relief or impressed method. Design and print a repeating mosaic pattern.</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 in history (Andy Warhol- modern comparison) <p>Can print with two colour overlays.</p>	<p>Anglo-Saxons: Textiles – Bayeaux Tapestry Artefacts – Jewellery</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 adapt and refine their art work to realise their own intentions.</p>	<p>Vikings: 3D – papier mache artefacts. Plan, design and make Viking models.</p> <p>Paint – decorate models/artefacts using paint to create texture and effects.</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas <p>Can use different techniques, colours and textures when designing and making a piece of work.</p>
<p>D & T</p>	<p>Romans: Mechanical systems - Wheels – Chariot 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 	<p>Anglo-Saxons: Food – bread/flour</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet 	<p>Vikings: Structures - Viking long ship 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

	<ul style="list-style-type: none"> 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 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 design and produce a model with a motor that drives a moving part.</p>	<ul style="list-style-type: none"> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed <p>Can follow safe and hygienic working practises when working with food.</p>	<ul style="list-style-type: none"> 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 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>Music</p>		<p>Romans: Roman Songs</p>	<p>Unit: In the Past (8-9) Musical focus: Notation</p>	<p>Vikings: Viking Saga Songs</p>	<p>Unit: Time (8-9) Musical focus: Beat</p>

		<p>Musical focus: Performance Learn songs which depict the history of the Romans in Britain https://www.bbc.co.uk/programmes/p03y5yvm</p> <ul style="list-style-type: none"> ▪ <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> ▪ <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	<p>In this unit, the children use a variety of notations to build performances from different periods and styles. They learn a Renaissance dance, walk down the aisle to Wagner's <i>Bridal march</i> and dance the mashed potato!</p> <ul style="list-style-type: none"> ▪ <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> ▪ <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> ▪ <i>listen with attention to detail and recall sounds with increasing aural memory</i> ▪ <i>use and understand staff and other musical notations</i> 		<p>Musical focus: Performance Children join in with songs, stories and music making inspired by the gods and goddesses of Viking mythology. The songs explore the atmosphere and excitement of the Viking world while being rooted in familiar modern styles, such as reggae, rock and lyrical ballads. https://www.bbc.co.uk/programmes/articles/2Tc1vdVTZJfvXPPGp2jSjWY/ks2-music-viking-saga-songs-info</p> <ul style="list-style-type: none"> ▪ <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> ▪ <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <p>Can recognise and show appreciation of</p>	<p>Music featuring clocks helps the children to understand rhythm and syncopation in this unit. They learn to sing and play bell patterns, listen to an orchestral clock piece, and create their own descriptive music.</p> <ul style="list-style-type: none"> ▪ <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> ▪ <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> ▪ <i>listen with attention to detail and recall sounds with increasing aural memory</i> ▪ <i>use and understand staff and other musical notations</i>
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			Can listen with attention to detail and recall some sounds.		music from other traditions.	Can understand simple staff notation.
Computing	<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 physical systems; solve problems by decomposing them into smaller parts 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 	<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 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>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 including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be 	<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 of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <p>Y3: Can use spreadsheets in the context of data handling.</p>	<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 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>Y5: Can explain what a database field is and how to structure search questions effectively.</p>	<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 multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration <p>Y3: Is beginning to use digital images when making a multimedia presentation.</p> <p>Y5: Can use digital images when making</p>

	<p><i>errors in algorithms and programs</i></p> <p>Y3: Can design and write a program.</p> <p>Y5: Can find the error when my program does not work.</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><i>discerning in evaluating digital content</i></p> <ul style="list-style-type: none"> ▪ <i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i> <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>Y4: Understands how to communicate online in a responsible and acceptable way.</p> <p>Y5: Can check the relevance and validity of information.</p>	<p>Y5: Can explore different ways of finding and sharing information.</p>		<p>a multimedia presentation.</p>
<p>PE/Games</p>	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> • <i>use running, jumping, throwing and catching in isolation and in combination</i> 	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> • <i>use running, jumping, throwing and catching in isolation and in combination</i> 	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> • <i>use running, jumping, throwing and catching in isolation and in combination</i> 	<p>PE Session 1: Invasion Games and Orienteering</p> <ul style="list-style-type: none"> • <i>take part in outdoor and adventurous activity challenges</i> 	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> • <i>take part in outdoor and adventurous activity challenges both individually and within a team</i> 	<p>PE Session 1: Invasion Games and Athletics</p> <ul style="list-style-type: none"> • <i>develop flexibility, strength, technique,</i>

	<ul style="list-style-type: none"> 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 achieve their personal best 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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>Year 3 I can understand the simple tactics of attacking and defending (Cognitive)</p> <p>Year 4 I can use my awareness of space and others to make good decisions (Cognitive)</p> <p>Year 5 I can develop methods to outwit opponents (Cognitive)</p>	<p>both individually and within a team</p> <ul style="list-style-type: none"> 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>Year 3 I can select and apply a range of skills with good control and consistency (Applying Physical Skills)</p> <p>Year 4 I can link actions together so that they flow in running, throwing and jumping activities (Applying Physical Skills)</p> <p>Year 5</p>	<ul style="list-style-type: none"> 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 achieve their personal best 	<p>control and balance</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 (Health and Fitness)</p>
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				I can use a range of skills confidently in sports specific contexts (Applying Physical Skills)		
MFL	French Travel, weather and days of the week <ul style="list-style-type: none"> 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* present ideas and information orally to a range of audiences* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly <p>Can describe the weather orally in French. Can write statements about travel.</p>		French Money and Toys <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding 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* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <p>Can express likes and dislikes about toys and hobbies. Can demonstrate they understand French vocabulary relating to shopping.</p>		French Food and Drink <ul style="list-style-type: none"> 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 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 language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English <p>Can use the past tense form. Can read from a French menu and translate food items into English.</p>	
	RE	What is it like to Follow God? – Understanding Christianity	Stories of Justice in Christianity and Judaism – Living Difference III	Passover – Living Difference III (RE Pack)	Eucharist – Living Difference III We will explore the concept of Symbol	When Jesus left, what was the impact of Pentecost? – Understanding Christianity

	<p>We will explore the concept of God and consider how Jesus was tempted within the religion of Christianity.</p>	<p>We will explore the concept of Justice through stories in both Christianity and Judaism.</p> <p>Y3/4: Can consider how justice is a part of everyday life. (Apply)</p> <p>Y5: Can explain where the concept of justice features in either Christianity, Judaism or both religions. (Contextualise)</p>	<p>We will focus on the concepts of Remembering and Freedom and the importance of Passover to Jewish people.</p> <p>Y3/4: Can describe why people choose to remember important moments in their own or religions history. (Communicate)</p> <p>Y5: Can explain why remembering is important in their own lives. (Apply)</p>	<p>and consider how Christians use bread and wine as a symbol.</p> <p>Y3/4: Can describe why the Easter story is important to Christians. (Contextualise)</p> <p>Y5: Can explain why Christians use symbols at Easter time. (Evaluate)</p>	<p>We will focus on the concept of Kingdom of God through exploring how Christians view Pentecost.</p>	<p>We will learn consider the concept of Gospel and how this was an important part of representing Jesus' life and teachings within Christianity.</p>
PSHE	<p>Heartsmart Get Heartsmart (Year 4 Unit)</p>	<p>Heartsmart Let love in (Year 4 Unit)</p>	<p>Heartsmart Too much Selfie isn't healthy (Year 4 Unit)</p>	<p>Heartsmart Don't Rub it in, rub it out (Year 4 Unit)</p>	<p>Heartsmart Fake is a mistake (Year 4 Unit)</p>	<p>Heartsmart No way through isn't true (Year 4 Unit)</p> <p><i>Year 5 to complete unit on puberty separately.</i></p>