

Curriculum Mapping 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Read	<i>The Chronicles of Narnia – The Lion, The Witch and The Wardrobe</i> By C.S Lewis	<i>The Iron Man</i> By Ted Hughes	<i>The Nothing To See Here Hotel</i> By Steven Butler		<i>Anisha Accidental Detective</i> By Serena Patel	<i>Owen and The Soldier</i> By Lisa Thompson
The me	<i>Rockin’ The Stone Age</i>		<i>Walk Like An Egyptian</i>		<i>It’s All Greek To Us</i>	
English						
	Purpose: To describe To entertain To Perform Inspiration: Their favourite colour Outcome: Colour Poem Purpose: To persuade To inform Inspiration: Stone Age Boy story Outcome: Applications for school jobs Purpose: To persuade To inform Inspiration: Stone Age Boy story Outcome: Applications for stone age beast hunter Purpose: To entertain	Purpose: To entertain Inspiration: Stone Age Boy story Outcome: Writing a sequel to the Stone Age Boy (Stone Age Girl) Purpose: To entertain To perform Inspiration: The Iron Man by Ted Hughes Outcome: Creation of shape poems and wanted poster Purpose: To explain To inform Inspiration: The Girl and The Robot Outcome: Instruction writing to make a junk robot	Purpose: To describe Inspiration: Narnia Outcome: Setting Description Purpose: To inform Inspiration: Narnia Outcome: Non-Chronological Report based on a Narnian beast Purpose: To inform Inspiration: Ancient Egypt – Tutankhamun’s Tomb Discovery Outcome: Diary entry of the discovery, from Howard Carter’s perspective	Discrete Unit - Recapping speech and the rules Purpose: To describe Inspiration: Beauty and The Beast Outcome: Setting Description Purpose: To describe Inspiration: Beauty and The Beast Outcome: Character description Purpose: To entertain Inspiration: Beauty and The Beast Outcome: Innovated narrative. Innovating characters and plots	Purpose: To entertain Inspiration: Light House Keeper Literacy Shed Clip Outcome: Retelling the story Purpose: To entertain To perform To inform Inspiration: Wellbeing Wednesday’s Outcome: Poem Purpose: To entertain To describe To explain Inspiration: Volcano eruption Outcome: Recount	Purpose: To entertain Inspiration: Journey picture book Outcome: Narrative, based on the pictures Purpose: To persuade To inform Inspiration: Ancient Greece / Modern Day Greece Outcome: Persuasive leaflet to visit Greece Purpose: To inform To describe To explain Inspiration: Their time in Y3 Outcome: Writing a letter to Y2 children about what life is like in Y3

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	Inspiration: Stone Age Boy story Outcome: Story adaption / innovation	Purpose: To describe Inspiration: John Lewis Buster the Boxer Literacy Shed clip Outcome: Setting description of garden from Father Christmas' perspective				
Spelling, Punctuation and Grammar (SPAG)						
	Nouns, proper nouns What is a sentence Commas in lists Powerful verbs Adjectives Using a and an Consonants and vowels	Using conjunctions Prepositions Subordinate clauses Headings, sub headings and numbering Past and present tense 1st and 3rd person	Nouns, proper nouns Commas in lists Powerful verbs Adjectives Adverbs Using a and an Speech marks Apostrophes for contraction Plurals	Using conjunctions Prepositions Subordinate clauses Headings, sub headings and numbering Past and present tense 1st and 3rd person	Nouns, proper nouns Commas in lists Powerful verbs Adjectives Adverbs Using a and an Speech marks Apostrophes for contraction/ singular possession Plurals	Using conjunctions Prepositions Subordinate clauses Headings, sub headings and numbering Past and present tense 1st and 3rd person
Guided Reading						
	Daily Guided Reading – developing comprehension skills using the acronym VIPERS Vocabulary Inference Prediction Explaining Retrieval Summarising Week 1 - Poetry Week 2 - Poetry Week 3 - Fiction Week 4 - Non-Fiction Week 5 - Non-Fiction	Daily Guided Reading – developing comprehension skills using the acronym VIPERS Vocabulary Inference Prediction Explaining Retrieval Summarising Week 1 - Poetry Week 2 - Non-Fiction Week 3 - Non-Fiction Week 4 - Fiction Week 5 - Fiction	Daily Guided Reading Developing comprehension skills using the acronym VIPERS Vocabulary Inference Prediction Explaining Retrieval Summarising Week 1 - Poetry Week 2 - Non-Fiction Week 3 - Non-Fiction Week 4 - Fiction Week 5 - Fiction	Daily Guided Reading Developing comprehension skills using the acronym VIPERS Vocabulary Inference Prediction Explaining Retrieval Summarising Week 1 - Poetry Week 2 - Non-Fiction Week 3 - Non-Fiction Week 4 - Fiction Week 5 - Fiction	Daily Guided Reading – developing comprehension skills using the acronym VIPERS Vocabulary Inference Prediction Explaining Retrieval Summarising Week 1 - Poetry Week 2 - Non-Fiction Week 3 - Non-Fiction Week 4 - Fiction Week 5 - Fiction	Daily Guided Reading – developing comprehension skills using the acronym VIPERS Vocabulary Inference Prediction Explaining Retrieval Summarising Week 1 - Poetry Week 2 - Non-Fiction Week 3 - Non-Fiction Week 4 - Fiction Week 5 - Fiction

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	Week 6 - Poetry Week 7 - Fiction Week 8 - Fiction	Week 6 - Non-Fiction Week 7 -Poetry	Week 6 - Fiction	Week 6 - Non-Fiction	Week 6 - Poetry	Week 6 - Non-Fiction Week 7 -Poetry
Arithmetic						
	<p>We have one separate arithmetic session during the week</p> <p>Multiplication and related division facts – 3, 4 and 8 times table</p> <p>Column addition and subtraction</p> <p>Counting in multiples</p> <p>Inverse operations</p>					
Maths						
	<p>Place Value (HTO) - 1 week</p> <p>Addition (Two 2-digit numbers through to two 3-digit numbers with carrying, column method) – 2 weeks</p> <p>Subtraction (Two 2-digit numbers through to two 3 digit numbers with exchanging, column method) – 2 weeks</p> <p>Estimating (estimating answers to addition and subtraction calculations) and inverse operations (addition, subtraction, multiplication and division) – 1 week</p>	<p>Multiplication (3 x table focus with sharing moving to grid method) – 1 week</p> <p>Division (3 x table focus with sharing in equal groups, bar model and bus stop method) – 1 week</p> <p>Multiplication (4 x table focus with sharing moving to grid method) – 1 week</p> <p>Division (4 x table focus with sharing in equal groups, bar model and bus stop method) – 1 week</p> <p>Shape (2D shape properties, different triangles, right angles in 2D shapes) – 1 week</p>	<p>Inverse operations (revisit) (commutativity, using inverse operation to check answers, showing all calculations when given one calculation) – 1 week</p> <p>Fractions (unit and non-unit fractions, tenths, equivalent fractions, comparing, ordering, adding and subtracting fractions with the same denominator) – 3 weeks</p> <p>Geometry (angles, turns and different types of lines) – 2 weeks</p>	<p>Measurement – length and perimeter (mm, cm, m, equivalence, ordering and comparing, adding and subtracting lengths) – 2 weeks</p> <p>Time (days in months, year, leap year, hours in a day, seconds in a minute, key vocabulary, 12 hour to 5 minute and 1 minute intervals, Roman numerals, 24 hour clock to nearest 5 minutes, digital) – 2 weeks</p> <p>Money (pounds and pence, converting pounds and pence, adding, subtracting and giving change) – 2 weeks</p>	<p>Multiplication (8 x table focus grid method and formal written method) – 1 week</p> <p>Division (8 x table focus, bus stop method) – 1 week</p> <p>Measurement –Mass (grams and kilograms, measure, compare, add, subtract) capacity (millilitres and litres, measure, compare, add and subtract) – 3 weeks</p>	<p>Time (finding durations, comparing durations, start and end times, measuring time in seconds) – 1 week</p> <p>Shape (3D shapes, describing properties and making 3D shapes) – 1 week</p> <p>Statistics (interpreting pictograms, bar charts, tables and solving problems linked to these) – 2 weeks</p> <p>Assessments</p>
Science						
	Plants	Plants	Forces and Magnets	Animals, including humans	Rocks	Light

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Computing						
	'We are programmers'	'We are bug fixers'	'We are presenters'	'We are who we are'	'We are co-authors'	'We are opinion pollsters'
Religious Education						
	Would celebrating Diwali at home bring a sense of belonging to a Hindu Child?	Has Christmas lost its true meaning?	Could Jesus heal people?	What is good about Good Friday?	How can Brahman be everywhere and in everything?	What is the best way for a Sikh to show commitment to God?
History						
	How did life change from the Stone Age to the Iron Age?		How was Ancient Egyptian Society organised and why was religious belief so important?		How can we find out about the civilisation of the Ancient Greeks?	
Geography						
			Volcanoes and Earthquakes How can we plan ahead to lessen the impact of a natural disaster?			
Design and Technology						
	Mechanical Structures: Levers and Linkages Can I design, make and evaluate a greetings card, with moving parts, to give to someone else to celebrate a special occasion?		Structures: Shell structures using computer-aided design (CAD) Can I design, make and evaluate packaging for us to protect our pizza?		Food Can I design and make a pizza for myself and my family to enjoy?	
Art						
	Portraits – self portraits Completing 'half and half' portraits Cave paintings – using charcoal and pencil	Artist study – LS Lowry and matchstick figures Perspective drawings	Ancient Egyptians -Clay Cartouche – exploring mark making in Egyptian times. - Collage of Egyptian Gods. - Egyptian Sunset (wash) pictures. - Colour theory.	Window landscape pictures	Sculpture – Wire and Modroc in the style of Giacometti ICT – to follow up sculpture making. Photographing the children's sculptures and then playing with animation or dioramas.	
Music						
	Performing We will use body percussion and Boomwhackers to play in time. We will sing Question and Answer songs with confidence. We will prepare songs for Christmas. Perform songs from Cool4School.org		Performing We will sing and use Boomwhackers with increasing confidence and accuracy. We will sing Question and Answer songs with children responding in small groups. We will perform songs from Cool4School.org Activemusicdigital.co.uk		Performing We will sing songs together with question and answer phrases, with children responding on their own. We will perform songs with movement and percussion. We will perform songs from Cool4School.org	

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	<p>Composing We will create our own rhythmic patterns using Boomwhackers Activemusicdigital.co.uk</p> <p>Appraising We will appraise our own compositions and explain how we can improve them.</p>		<p>Music Express Composing We will see how combining sounds can create different effects Music Express Unit Storytime</p> <p>Appraising We will listen to Night on the Bare Mountain, We will discuss how different types of Music make us feel and why.</p>		<p>Activemusicdigital.co.uk Composing We will combine different sounds using percussion to create specific moods or feelings. Music Express Unit: Weather</p> <p>Appraising We will use Musical words to describe what music we like and dislike. We will listen to Winter by Vivaldi and be able to recognise his music.</p>	
Games						
	Invasion games Hockey and football	Invasion games Hockey and football	Invasion Games Rugby Net/wall games Netball	Invasion Games Rugby Net/wall games Netball	Striking and fielding- Rounders	Athletics – running, jumping and throwing
Physical Education						
	Dance	Dance	Balancing act - Gymnastics	Balancing act - Gymnastics	Swimming – pupils taught by specialist instructors at local pool	
Personal, Social, Health and Economic education (PSHE)						
	Myself and My Relationships Beginning and belonging Myself and My Relationships Managing change	Citizenship - Working together Myself and My Relationships My emotions	Healthy and Safer Lifestyles Managing risk	Healthy and Safer Lifestyles Safety contexts	Healthy and Safer Lifestyles Healthy Eating	Healthy and Safer Lifestyles Sex and relationship education
French						
	Phonics I am learning French	I am learning French	Animals	Fruits	Little Red Riding Hood	I can...
Spiritual, Moral, Social and Cultural development (SMSC)						
<p>Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>						

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

We believe at Warden Hill that SMSC is essential to academic progress and attainment of pupils. It is something that is woven through everything we do and our values of Belong, Explore Succeed support these developments. Many elements of citizenship education support SMSC, such as appreciating diversity, understanding different viewpoints and collaborating for change.

Running through these areas we also teach our children the British Values of:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Our PSHCE and RE curriculums allow for a considered exploration of these values and we also address them through assemblies, School and Eco Councils, House/Vice/Sports Captain Elections and themed days.

All our teaching community fully support and articulate our British Values as well as the SMSC areas. Where it isn't always visible then we are quick to address these areas to make improvements.