

Curriculum Mapping

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Read	<p><i>The Iron Man</i> By Ted Hughes</p> <p><i>Anisha Accidental Detective</i> By Serena Patel</p> <p><i>The Nothing To See Here Hotel</i> By Steven Butler</p>		<p><i>Owen and The Soldier</i> By Lisa Thompson</p> <p><i>Call Me Lion</i> By Camilla Chester</p>		<p><i>Rumble Star</i> By Abi Elphinstone</p> <p><i>Dragon Mountain</i> By Katie Tsang and Kevin Tsang</p>	
English	<p>Purpose: To entertain Inspiration: Their favourite colour Outcome: Free Verse Colour Poem (Spoken Language Focus)</p> <p>Purpose: To entertain Inspiration: The Iron Man by Ted Hughes Outcome: Concrete Poetry</p> <p>Purpose: To explain To inform Inspiration: The Girl and The Robot Literacy Shed clip Outcome: Instruction writing to make a junk robot</p>	<p>Purpose: To entertain Inspiration: Stone Age Boy story Outcome: Writing a sequel to the Stone Age Boy (Stone Age Girl)</p> <p>Purpose: To describe To inform Inspiration: Class roles & responsibilities Outcome: Write a personal response to a job application</p> <p>Purpose: To describe To inform Inspiration: Stone Age Boy story Outcome:</p>	<p>Purpose: To inform To entertain To explain To describe Inspiration: Ancient Egypt – Tutankhamun's Tomb Discovery Outcome: Diary entry of the discovery, from Howard Carter's perspective</p> <p>Purpose: To discuss To persuade Inspiration: Little People, Big Dreams Series Outcome: Presentation on the difference their chosen person made, with a vote at the end (Spoken Language Unit)</p> <p>Purpose:</p>	<p>Purpose: To describe To entertain Inspiration: Beauty and The Beast Outcome: Character description of The Beast</p> <p>Purpose: To entertain Inspiration: Beauty and The Beast Outcome: Write the next scene from a pause point in Beauty and The Beast</p>	<p>Purpose: To inform To describe To explain Inspiration: Volcano eruption Outcome: Recount</p> <p>Purpose: To describe To entertain Inspiration: Rumble Star Outcome: Setting Description-The castle</p> <p>Purpose: To inform To explain Inspiration: Rumble Star Outcome: Non-Chronological Report based on a</p>	<p>Purpose: To entertain Inspiration: From A Railway Carriage by Robert Louis Stevenson Outcome: Rhyming couplet poem about a journey</p> <p>Purpose: To persuade Inspiration: Ancient Greece / Modern Day Greece Outcome: Persuasive leaflet to visit Greece</p> <p>Purpose: To describe To entertain Inspiration: The Barrow Quest Outcome:</p>

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<ul style="list-style-type: none"> 1 lesson on Class Read 3 lessons on VIPERS Comprehension Skills: Vocabulary, Inference, Prediction, Explaining, Retrieval, Summarising 1 lesson developing echo reading 	<ul style="list-style-type: none"> 1 lesson on Class Read 3 lessons on VIPERS Comprehension Skills: Vocabulary, Inference, Prediction, Explaining, Retrieval, Summarising 1 lesson developing echo reading 	<ul style="list-style-type: none"> 1 lesson on Class Read 3 lessons on VIPERS Comprehension Skills: Vocabulary, Inference, Prediction, Explaining, Retrieval, Summarising 1 lesson developing echo reading 	<ul style="list-style-type: none"> 1 lesson on Class Read 3 lessons on VIPERS Comprehension Skills: Vocabulary, Inference, Prediction, Explaining, Retrieval, Summarising 1 lesson developing echo reading 	<ul style="list-style-type: none"> 1 lesson on Class Read 3 lessons on VIPERS Comprehension Skills: Vocabulary, Inference, Prediction, Explaining, Retrieval, Summarising 1 lesson developing echo reading 	<ul style="list-style-type: none"> 1 lesson on Class Read 3 lessons on VIPERS Comprehension Skills: Vocabulary, Inference, Prediction, Explaining, Retrieval, Summarising 1 lesson developing echo reading

Number Sense

We have 3 arithmetic sessions during the week focussing on

- Multiplication and related division facts – 3, 4 and 8 times table
- Column addition and subtraction
- Counting in multiples
- Inverse operations

2 deliberate practice sessions to secure gaps from the main teaching sequence.

Maths

<p>Number and place value</p> <ul style="list-style-type: none"> • Recognising and representing 3-digit numbers • +/- 10 and 100 up to 3 digits • Ordering numbers including numbers containing 10ths <p>Geometry</p> <ul style="list-style-type: none"> • Horizontal, vertical, parallel and perpendicular lines 	<p>Geometry</p> <ul style="list-style-type: none"> • Properties of 2D and 3D shapes <p>Multiplication and division</p> <ul style="list-style-type: none"> • Multiplication using the 3 and 4 times tables • Multiplication using the 4 and 8 times tables <p>Addition and subtraction</p> <ul style="list-style-type: none"> • Adding 1s to 3-digit numbers • Adding 10s to 3-digit numbers • Adding 2 3-digit numbers 	<p>Fractions</p> <ul style="list-style-type: none"> • Recognising unit and non-unit fractions • Order fractions with the same denominator • Compare and order a set of unit fractions <p>Addition and subtraction</p> <ul style="list-style-type: none"> • Column addition using 2 3-digit numbers • Column subtraction using 2 3-digit numbers when exchanging is required 	<p>Multiplication and division</p> <ul style="list-style-type: none"> • Multiply 2-digit numbers by 10 • Multiply a 2-digit number by a 1-digit number including regrouping 1s or 10s • Divide a 3-digit number by 10 • Use multiplication or division to solve scaling or correspondence problems <p>Money</p> <ul style="list-style-type: none"> • Use combinations of coins to make amounts beyond £1 	<p>Fractions Calculating</p> <ul style="list-style-type: none"> • Find unit and non-unit fraction of objects and amounts • +/- fractions with the same denominator <p>Time</p> <ul style="list-style-type: none"> • Roman numerals • Number of days in the month • Sequence events • Analogue and digital formats • One minute intervals past the hour • Read digital using past and to the hour 	<p>Measure</p> <ul style="list-style-type: none"> • Measure lengths to mm • Order and compare length • +/- length • Find the perimeter of 2d shapes • Measure mass • Order and compare mass • +/- mass • Measure capacity • Order and compare capacity • +/- capacity <p>Geometry</p> <ul style="list-style-type: none"> • Angles in a turn
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		<ul style="list-style-type: none"> Subtracting 1s from a 3-digit numbers Subtracting 10s from a 3-digit numbers Subtracting two 3 digit numbers 		<ul style="list-style-type: none"> +/- amounts and represent in £ and p 		<ul style="list-style-type: none"> Right angles Identify angles that are less and greater than a right angle <p>Statistics</p> <ul style="list-style-type: none"> Interpret and construct pictograms and bar charts
Science						
	Plants	Plants	Forces and Magnets	Animals, including humans	Rocks and Soils	Light
Computing						
	We are programmers	We are bug fixers	Digital literacy skills	We are who we are	We are opinion pollsters	We are co-authors
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?	Would visiting the River Ganges feel special to a non-Hindu?
History						
	What do settlements tell us about life from the Stone Age to the Iron Age?		Why was mummification important to the Ancient Egyptians?		Why is the Olympic Games such a major sporting event throughout the world?	
Geography						
	What are the key geographical characteristics of the UK and my region?		What damage do volcanoes and earthquakes cause?			
Design and Technology						
	Mechanical Structures: Levers and Linkages		Structures: Shell structures using computer-aided design (CAD)		Food and Farming	
	Can I design, make and evaluate a greetings card, with moving parts, to give to someone else to celebrate a special occasion?		Can I design, make and evaluate packaging for us to protect our pizza?		Cooking: Can I design and make a pizza for myself and my family to enjoy?	
Art						
	Portraits – self portraits	Cave paintings – using charcoal and pencil	Ancient Egyptians	Window landscape pictures	Sculpture – Wire and Modroc in the style of Giacometti	
	Artist study – LS Lowry and matchstick figures		-Clay Cartouche – exploring mark making in Egyptian times.			

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	Perspective drawings		<ul style="list-style-type: none"> - Collage of Egyptian Gods. - Egyptian Sunset (wash) pictures. - Colour theory. 		ICT – to follow up sculpture making. Photographing the children's sculptures and then playing with animation or dioramas.	
Music						
	<p>'I've been to Harlem'</p> <p>Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.</p> <p>'Nao chariya de/Mingulay boat song'</p> <p>Focus: Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.</p> <p>'Sound symmetry'</p> <p>Focus: Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.</p>		<p>'Latin dance (Classroom percussion)'</p> <p>Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2.</p> <p>'March' from The Nutcracker'</p> <p>Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.</p> <p>From a railway carriage</p> <p>Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music</p>		<p>'Just three notes'</p> <p>Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.</p> <p>'Samba with Sérgio'</p> <p>Focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.</p> <p>'Fly with the stars (Classroom percussion)'</p> <p>Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.</p>	
Physical Education						
	Football	Yoga	Hockey	Dance	Athletics	Rounders
	Gymnastics	Y3/4 Fundamental Skills	Fitness	Netball	Tennis	OAA
Personal, Social, Health and Economic education (PSHE)						
	Myself and My Relationships Beginning and belonging	Myself and My Relationships My emotions	Citizenship - Diversity and communities	Healthy and Safer Lifestyles Digital lifestyles	Healthy and Safer Lifestyles Healthy Lifestyles	<p>RSE Sex and relationship education</p> <p>Healthy and Safer Lifestyles – Personal safety</p>
French						
	I am learning French		Animals		Fruits	Study of non-European French speaking country
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>					

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	<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> <p>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.</p> <p>Running through these areas we also teach our children the British Values of:</p> <ul style="list-style-type: none"> • democracy • the rule of law • individual liberty • mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. <p>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.</p> <p>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.</p>					