

St Teresa Curriculum Map 2020 -2021

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
National/ Whole School Events	21 st September International Day of Peace 1st October National Poetry day 15 th October Global Handwashing Day	14 th November Dwali 5 th November Guy Fawkes 11 th November Remembrance Sunday 20 th November Universal Children's Day 30 th November St Andrew 10 th December Human Right's Day	4 th January World Braille Day 21 st January Martin Luther King Jnr Day 25 th January Robert Burn's Night 9 th February Safer Internet Day 12 th February Chinese New Year	3 rd March World wildlife day 4 th March 5-14 th March National Science Week World book day 21 st March World poetry day 27 th March St Patricks Day 2 nd April Autism Awareness	12 th April – 11 th May Ramadan 23 rd April St George's Day 11 th May Amnesty International Day 12 th May National Children's Day 27 th May World Hunger Day	5 th June World Environment Day 8 th June World Ocean's Day 12 th June Queen's Birthday 10 th July Don't step on a bee day 14 th July Emeline Pankhurst Day 18 th July Nelson Mandela Day
Assemblies	See assembly timetable for the year					
Theme	A Child's War		Darwin's Delights		Gallery Rebels	
Inspirational Female/ BAME individuals	Judith Kerr Benjamin Zephaniah Joseph Coelho		Mary Anning		Frida Kahlo Georgia O'Keefe	

<p>Migration (Our Migration Story)</p>	<p>Irish nurses in wartime Britain: Mary Morris’s diary Polish soldiers and refugees in World War 2 Britain Global Britons at war: from service to settlement Jewish refuge and the Nazi regime</p>		<p>The Arts across continents: Tagore in London</p>
<p>Learning Adventure</p>	<p>A Child’s War Focus: History – The Second World War Music – Listening, performing and composing DT – following recipes; building structures</p>	<p>Darwin’s Delights Focus: Science – Evolution and Inheritance Geog – Using maps; geographical similarities and differences History – significant individuals</p>	<p>Gallery Rebels Focus: Art – Great Artists of the 19th and 20th centuries Music – Listening, improvising and composing</p>
<p>R.E (come and See)</p>	<p>Loving – God’s love is un conditional and never ending Vocation and Commitment – The vocation to the priest hood and religious life Expectations – Advent, a time of joyful expectation of Christmas, the word becoming a human person, Jesus. Judaism – Belongings and values Yom Kippur, The value of atonement</p>	<p>Sources – The Bible as the story of God’s love, told by people of God. Unity – the Eucharist challenges and enables the Christian family to live and grow in communion every day. Death and New Life – The Church’s season of Lent, Holy Week and Easter; the suffering, death and resurrection of Jesus led to new life. Spirituality Week</p>	<p>Witness – Pentecost: the Holy Spirit enables people to witness the Easter message Healing – The sacrament of the Anointing of the Sick. Common Good – The work Christians do for the common Good of all Islam – Belonging and Values - Guidance for Muslims. The five pillars of Islam. What is important for Muslims?</p>
<p>English</p>	<p>Fiction: Diary Writing Short Story – narrative using personification Historical Stories</p> <p>Poetry: War Poetry –from WW1 Non-Fiction: Explanations Biographies/Recounts</p> <p>Poetry: Free form poetry Poems about migration</p>	<p>Non-Fiction: Newspaper Reports incorporating persuasive writing Non-chronological reports</p> <p>Fiction: Diary Writing Drama- plays</p> <p>Poetry: The Power of Imagery</p>	<p><i>Poetry: Free verse</i> <i>Non-Fiction: Persuasive Writing/emails& letters</i> <i>Information Texts / Instructions</i></p> <p><i>Fiction: Modern Science Fiction / Tales from other Cultures</i></p> <p><i>Poetry: dialogue Poems /performance</i></p>
<p>Key Quality Texts</p>	<p>Judith Kerr – When Hitler Stole Pink Rabbit Michael Morpurgo – Friend or Foe</p> <p>Joseph Coelho - Werewolf Club Rules / Overheard in a Tower Block</p> <p>Benjamin Zephaniah – Talking Turkeys anthology</p>	<p>Stone Girl Bone Girl – Laurence Anholt What Mr Darwin Saw – Mick Manning</p>	<p>Stormbreaker – A Horowitz <i>Mirror – Jeanette Barker</i></p>

Mathematics	<ul style="list-style-type: none"> • Number: Place Value • Number: Addition, Subtraction, Multiplication and Division 	<ul style="list-style-type: none"> • Fractions • Geometry- position and direction • Consolidation 	<ul style="list-style-type: none"> • Number: Decimals • Number: percentages • Number: Algebra 	<ul style="list-style-type: none"> • Measurement: Converting Units • Measurement: perimeter, Area and Volume • Number: Ratio 	<ul style="list-style-type: none"> • Geometry: properties of Shape • Problem Solving 	<ul style="list-style-type: none"> • Statistics • Investigations • Consolidation
Gospel/ British Values	<p>Includes</p> <p>What are British Values? (Cornerstones)</p> <p>Awra Amba - Lyfta Gender Equality (SDG 5)</p> <p>Awra Amba - Lyfta Democracy – International Day of Democracy (15/9) (SDG 10 and 16)</p>	<p>What are British Values? (Cornerstones)</p> <p>Anti-bullying</p> <p>Online Safety</p>	<p>What are British Values? (Cornerstones)</p> <p>Martin Luther King Jr Day (Cornerstones) (Fair and Equal treatment for all)</p>	<p>Fabiola Gianotti (Cornerstones)</p> <p>Awra Amba - Lyfta Gender Equality International Women’s Day (8/3) (SDG 5)</p> <p>Safer Internet Day (Cornerstones)</p>	<p>What are British Values? (Cornerstones)</p> <p>Secrets of the Opera – Lyfta Terrific Teamwork (SDG 3)</p>	<p>Secrets of the Opera – Lyfta Challenging Stereotypes – Dancing on Ice (SDG 5)</p> <p>Secrets of the Opera – Lyfta Emotional First Aid – To learn some strategies to promote good mental health (SDG 3)</p>
Healthy Lifestyles (physical and mental health)	<p>Food from the war compared to today</p>		<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported with animals, including humans</p>			
Science	<p>Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p>Light</p> <p>Recognise that light appears to travel in straight lines</p>		<p>Evolution and Inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce off-spring of the same king, but normally offspring vary and are not identical to</p>	<p>Animals (including humans)</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in</p>	<p>Light</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>Working scientifically</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>	

	<p>Use the idea that light travels lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p>	<p>their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Living things and their habitats Give reasons for classifying plants and animals based on specific characteristics</p> <p>Working scientifically Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and</p>	<p>which nutrients and water are transported with animals, including humans</p> <p>Working scientifically Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	
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<p>Computing</p> <p>E-Safety will be taught continuously throughout the year</p>	<p>We are APP Designers!</p> <p>Capabilities of Smartphones and tablets.</p> <p>Problem solving</p>	<p>We are Project Managers!</p> <p>Collaboratively developing a Smartphone or qpp</p>	<p>We are Market Researchers!</p> <p>Researching potential markets for their qpp Online surveys Interviews Analysing data and information Summarising ideas</p>	<p>We are Interface Designers!</p> <p>Design the look and feel of their qpps interface</p>	<p>We are Bloggers!</p> <p>To create a working qpp. Write algorithms and use a programming toolkit to code</p>	<p>We are Marketers!</p> <p>Collaboratively produce marketing materials for their apps</p>
<p>History</p>	<p>Study an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</p>		<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>			
<p>Geography</p>	<p>Locational Knowledge 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> <p>Place Knowledge Understand geographical similarities and difference through the study of human and physical geography of a region of the UK a region in a European country and a region within North or South America.</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>Place Knowledge Understand geographical similarities and difference through the study of human and physical geography of a region of the UK a region in a European country and a region within North or South America.</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>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> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	

Art	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). Learn about great artists, architects and designers in history.</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p>		<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). Learn about great artists, architects and designers in history. Create sketch books to record their observations and use them to review and revisit ideas.</p>		
Design and Technology	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>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.</p>			<p>Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately</p> <p>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.</p>		
PHSEE	<p>Friendship Themes Democracy and rule of law</p> <ul style="list-style-type: none"> Learning to Learn Week. Secrets of success Class rules Pupil Voice. Class elections <p>Seal Unit: New Beginnings Go-Givers Units:</p>	<p>Anti-bullying Themes Individual liberty Seal Units Getting on and falling out Say no to bullying Go-Givers Units:</p>	<p>Safer Internet Themes Being responsible citizens Seal Units Going for Gold Go-Givers Units: Tolerance – keeping an open mind</p>	<p>British Values Themes (Spirituality Week)</p> <p>Sex Education</p> <p>Seal Units Good to be Me Go-Givers Units: Scapegoat</p>	<p>Eco and sustainable Themes Seal Units Relationships Go-Givers Units: Tsunami</p>	<p>Multi-cultural Themes Mutual respect and tolerance Seal Units Changes Go-Givers Units:</p>
PE	Swimming Invasion Games		Gymnastics: Sequences, partner work, apparatus	Net and wall skills	Games: Striking and Fielding	Athletics: Run, jump, throw
Music	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of</p>				<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>	

	<p>purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p>				<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p>	
<p>French</p>	<p>Food and drink vocabulary, including using the correct article.</p> <p>Discussing likes and dislikes in French.</p>	<p>Extending sentence writing skills making use of varied constructions and using dictionary independently to enrich the French vocabulary used.</p>	<p>Revision of French conversation</p>	<p>Writing a personal profile, blending conversational vocabulary previously learnt with sentence construction knowledge when providing more complex and personal information</p>	<p>Telling the time. Calculation quizzes done using the numbers in French. Identifying the word version of French numbers</p>	<p>Common school vocabulary. SMSC studies, exploring stereotypes; French history and culture quiz.</p>