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St Patrick Curriculum Map 2020 -2021

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
National/ Whole School Events	21 st September day of peace October 27 th Diwali 7 th October National Poetry day 9 th October – seed gathering Sunday	30 th October Halloween 4 th November Guy Fawkes Remembrance Sunday 11 th November	21 st February world mother tongue language day	World book day World wildlife day 3 rd March World poetry day 21 st March 27 th March St Patricks Day Autism Awareness 2 nd April	10 th May migratory bird day 30 Days wild- June	30 Days wild- June 22 nd June Windrush day
Assemblies	See assembly timetable for the year					
Theme*	Memory Box, Dinosaurs	Amazing Animals	Bright Lights Big City Travel and Food	Moon Zoom	The Enchanted Woodland	Splendid Skies
Inspirational Female/ BAME individuals	Chris Eubank Boxer UK Johanna Konta, Tennis player Aya Haidar - Artist	Ada Monzon- Meteorologist Puerto Rico – Hurricanes	Nnenna Okore Artist Nigeria Anish Kapoor Artist UK	Helen Sharman Astronaut UK	George Washington Carver Botanist USA	El Anatsui Artist Ghana

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<p>Migration (Our Migration Story)</p>						
<p>Learning Adventure*</p>	<p>Main Focus: History History – Changes within living memory Geog – Fieldwork in the local area Music – Songs that help us remember – writing a class song</p>	<p>Main Focus: Geog – Use world maps and atlases Art – Collage and Painting Music – Weather sounds and songs</p>	<p>Main Focus: Geog –Countries and capital cities of the UK Using maps similarities and differences History – The Great Fire of London DT – Understanding where food comes from; making structures Music – Traditional songs and nursery rhymes</p>	<p>Main Focus: DT – Using Mechanisms History – Significant people Music – Space sounds and space themed songs</p>	<p>Main Focus: Geog – Making maps Art – Drawing and Painting</p>	<p>Main Focus: Music – Carnival Music, Percussion, song lyrics Art/DT – Carnival instruments, Flag making and recipes Geog – Seasonal and weather patterns</p>
<p>R.E (come and See)</p>	<p>Families God's love and care for every family Belonging Baptism: an invitation to belong to God's family Waiting – Advent: a time to look forward to Christmas Judaism Week</p>		<p>Special people – People in the Parish family Meals – Mass: Jesus' special meal Change – Lent : A time to change Spirituality week</p>		<p>Holidays and Holydays –Pentecost: Feast of the Holy Spirit Being Sorry –God helps us to choose well and the Sacrament of Reconciliation Neighbours –Neighbours share God's world. ISLAM</p>	
<p>English</p>	<p><i>Non-fiction: Information Texts- Machines</i> <i>Fiction: Stories in familiar settings</i></p>	<p><i>Poetry: Humorous Poems</i> <i>Fiction: Repeating Patterns</i></p>	<p><i>Fiction: African Setting</i> <i>Nonfiction: Letters and Postcards</i></p>	<p><i>Poetry: Poetry on a theme</i> <i>Nonfiction: Instruction Explanation</i></p>	<p><i>Fiction: Traditional Tales</i> <i>Nonfiction: Letters and Postcards</i></p>	<p><i>Fiction: Stories on a Theme</i> <i>Poetry: Nature poems</i></p>

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<p>Key Quality Texts</p>	<p>Unit 1: Familiar Settings Key Text: Dogger – Shirley Hughes Knufflebunny_ Mo Willems</p> <p>Unit2: Information Texts Key Text: No Bot https://www.youtube.com/watch?v=1KalGt4qxYM Usbourne book of Big Machines</p>	<p>Unit 1: Humorous funny poems: Oi Frog and Oi Dog by Kes Gray and Jim Field</p> <p>Unit 2: Repeating Patterns Mrs Armitage Harvey Slumfenburger's Christmas Present</p>	<p>Unit 1 Fiction: African Setting Bringing The Rain To Kapiti Plain by Verna Aardema</p> <p>Unit 2 Non fiction: instructions and explanations</p>	<p>Unit 2: Sensational Poems by Roger McGough They All Saw A Cat by Brenden Wenzal The Works Every Poem You Will Ever Need At School by Paul Cookson</p> <p>Unit 2: Non-fiction: letters and postcards</p>	<p>Unit 1: Snow White, Red Riding Hood</p> <p>Unit 2: Dear Greenpeace By Simon James</p>	<p>Unit 1: Superworm By Julia Donaldson</p> <p>Unit 2: Wriggle and Roar by Julia Donaldson and Nick Sharratt</p> <p>First Book of Poetry by Pie Corbett and Gaby Morgan</p>
<p>Mathematics</p>	<ul style="list-style-type: none"> • Number: Place Value (within 10) • Number: Addition and Subtraction (within 10) 	<ul style="list-style-type: none"> • Geometry: Shape • Number: Place Value (within 20) • Consolidation 	<ul style="list-style-type: none"> • Number: Addition and Subtraction (within 20) • Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included) 	<ul style="list-style-type: none"> • Measurement: length and Height • Measurement: weight and volume • Consolidation 	<ul style="list-style-type: none"> • Number: Multiplication and Division (reinforce multiples of 2, 5 and 10 to be included) • Number: Fractions 	<ul style="list-style-type: none"> • Geometry: Position and direction • Number: Place Value (within 100) • Measurement: money • Times • Consolidation
<p>Gospel/ British Values</p>	<p>Includes What are British Values? (Cornerstones) Awra Amba - Lyfta Gender Equality (SDG 5) Awra Amba - Lyfta Democracy – International Day of Democracy (15/9) (SDG 10 and 16)</p>	<p>What are British Values? (Cornerstones) Anti-bullying Online Safety</p>	<p>What are British Values? (Cornerstones) Martin Luther King Jr Day (Cornerstones) (Fair and Equal treatment for all)</p>	<p>Fabiola Gianotti (Cornerstones) Awra Amba - Lyfta Gender Equality International Women's Day (8/3) (SDG 5) Safer Internet Day (Cornerstones)</p>	<p>What are British Values? (Cornerstones) Secrets of the Opera – Lyfta Terrific Teamwork (SDG 3)</p>	<p>Secrets of the Opera – Lyfta Challenging Stereotypes – Dancing on Ice (SDG 5) Secrets of the Opera – Lyfta Emotional First Aid – To learn some strategies to promote good mental health (SDG 3)</p>

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<p>Healthy Lifestyles (physical and mental health)*</p>	<p>Cooking and Nutrition Use basic principles of a healthy and varied diet to prepare dishes</p>		<p>Cooking and Nutrition Understand where foods come from</p>		<p>Cooking and Nutrition Understand where foods come from- growing vegetables</p>	<p>Cooking and Nutrition Understand where foods come from- Fairtrade</p>
<p>Learning in the community*</p>	<p>Walk to Splash Point/ Seaford- local area- invite parents into classroom to talk about childhoods</p>		<p>Fireman/policeman visit – keeping safe</p>		<p>Sussex Wildlife Trust Seaford Horticultural Society South Downs National Park Trip to Friston Forest on the bus</p>	<p>Drumming workshop</p>
<p>Science*</p>	<p>Animals and humans- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Animals and humans- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p>	<p>Everyday materials Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>Working scientifically: Use their observations and ideas to suggest answers to questions</p>	<p>Everyday materials Describe the physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Ask simple questions and recognise that they can be answered in different ways</p> <p>Working scientifically:</p>	<p>Plants- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Working scientifically: Identify and classify</p>	<p>Seasons and Weather Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Working scientifically: Observe closely using simple equipment</p> <p>Perform simple tests</p> <p>Use their observations and ideas to suggest answers to questions</p> <p>Gather and record data to</p>

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		<p>Working scientifically: Observe closely using simple equipment</p> <p>Perform simple tests</p> <p>Use their observations and ideas to suggest answers to questions</p> <p>Gather and record data to help in answering questions</p>		<p>Perform simple tests</p> <p>Use their observations and ideas to suggest answers to questions</p> <p>Gather and record data to help in answering questions</p>		help in answering questions
<p>Computing*</p> <p>E-Safety will be taught continuously throughout the year</p>	<p>We are painters!</p> <p>Illustrate an eBook Draw images and pictures that could illustrate a written story.</p>	<p>We are celebrating!</p> <p>To create a celebration card electronically using images words and other stylistic devices.</p>	<p>We are TV chefs!</p> <p>To record and film the process of following a recipe. Simple recipes, Computational thinking.</p>	<p>We are collectors!</p> <p>Finding and sourcing images using the internet, in particular search engines. Computer networks.</p>	<p>We are treasure hunters!</p> <p>To input instructions into programmable toys in order to follow a planned route.</p>	<p>We are story tellers!</p> <p>Produce a talking book that can also include images and pictures to set the story. Communication and collaboration.</p>
<p>History*</p>	<p>Learn about significant historical events, people and places in their own locality</p>		<p>Learn about events beyond living memory that are significant nationally or globally</p> <p>Great Fire of London</p>	<p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of life in different periods Moon landing</p> <p>Lives of significant historical figures, Significant people- Neil Armstrong/Tim Peake</p>		

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Geography*	<p>Geographical Skills and Fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Human and Physical Knowledge Identify seasonal and daily weather patterns in the UK and in the location of hot and cold areas in the world in relation to the Equator and the North and South Poles</p>	<p>Human and Physical Knowledge Use basic geographical vocabulary to refer to key human features including; city, town, village factory, farm, office, port, harbour, shop</p>	<p>Human and Physical Knowledge Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>Geographical Skills and Fieldwork Use simple compass directions (North, South, East, West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p>	<p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country</p>
	<p>Geographical Skills and Fieldwork Use aerial photography and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country.</p> <p>Geographical Skills and Fieldwork Use simple compass directions (North, South, East, West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and</p>	<p>Use aerial photography and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Locational Knowledge Name and locate the World's seven continents and five oceans</p> <p>Geographical Skills and Fieldwork Use world maps, atlases and globes to identify the UK and its countries as well the countries, continents and oceans studied at this key stage</p> <p>Geographical Skills and Fieldwork Use aerial photography and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	

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			routes on a map.			
Art*	<p>Use a range of materials creatively to make and design products</p> <p>Use drawing, painting, sculpture to develop and share ideas, experiences and imagination</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, making links.</p>	<p>Use drawing, painting, sculpture to develop and share ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, making links.</p>		<p>Use a range of materials creatively to make and design products</p>	<p>Use a range of materials creatively to make and design products</p> <p>Use drawing, painting, sculpture to develop and share ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Use a range of materials creatively to make and design products</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
Design and Technology*	<p>Cooking and Nutrition Use basic principles of a healthy and varied diet to prepare dishes</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</p> <p>Select from and use a wide range of materials and components</p>		<p>Cooking and Nutrition Understand where foods come from</p> <p>Design Design purposeful, functional and appealing products for themselves and other users based on design criteria.</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks (e.g.</p>	<p>Design Design purposeful, functional and appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate through IT</p> <p>Evaluate</p>	<p>Make Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</p> <p>Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Technical Knowledge</p>	<p>Design Design purposeful, functional and appealing products for themselves and other users based on design criteria.</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</p> <p>Select from and use a wide range of materials and components including</p>

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	including construction materials, textiles and ingredients, according to their characteristics.		cutting, shaping, joining and finishing). Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics. Technical Knowledge Build structures exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms (e.g. levers, slides, wheels and axles), in their products.	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical Knowledge Explore and use mechanisms (e.g. levers, slides, wheels and axles), in their products.	Build structures exploring how they can be made stronger, stiffer and more stable.	construction materials, textiles and ingredients, according to their characteristics.
PHSEE*	Friendship Themes Democracy and rule of law <ul style="list-style-type: none"> Learning to Learn Week. Secrets of success Class rules Pupil Voice. Seal Units <ul style="list-style-type: none"> New Beginnings. Go-Givers: More than one friend (feeling left out)	Anti-bullying Themes Individual liberty Seal Units <ul style="list-style-type: none"> Getting on and Falling Out. Say no to Bullying Go-Givers: Bullying: I won't be made to feel bad (dealing with bullying) Bouncing back	Safer Internet Themes Being responsible citizens Seal Units <ul style="list-style-type: none"> Going for Goals Go-Givers: Caring for our community	British Values Themes (Spirituality Week) Sex Education Seal Units <ul style="list-style-type: none"> Good To Be Me Go-Givers: Chicken Soup	Eco and sustainable Themes Seal Units Relationships.	Multi-cultural Themes Mutual respect and tolerance Seal Units <ul style="list-style-type: none"> Changes.
PE	<ul style="list-style-type: none"> Indoor-Dance. Outdoor-Catching and Throwing. 	<ul style="list-style-type: none"> Dance. Catching and Throwing. 	<ul style="list-style-type: none"> Gymnastics. Ball and Racquet Skills Sending and Receiving. 	<ul style="list-style-type: none"> Gymnastics. Ball and Racquet Skills. Sending and Receiving. 	<ul style="list-style-type: none"> Dance. Inventing our own Team Games. 	<ul style="list-style-type: none"> Gymnastics. Inventing our own Team Games.

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<p>Music*</p>	<p>Use their voices expressively when singing songs, speaking chants and rhymes.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Use their voices expressively when singing songs, speaking chants and rhymes.</p> <p>Listen with concentration and understanding to high quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Use their voices expressively when singing songs, speaking chants and rhymes.</p>	<p>Use their voices expressively when singing songs, speaking chants and rhymes.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>		<p>Use their voices expressively when singing songs, speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to high quality live and recorded music</p>
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