

St Patrick Curriculum Map 2021 -2022

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
National/ Whole School Events	21 st September day of peace 4 th November Diwali 7 th October National Poetry day 14 ^h October – Seed gathering Sunday	31 st October Halloween 5 th November Guy Fawkes 14 th November Remembrance Sunday	1 st February – Chinese New Year 8 th February – Safer Internet Day 21 st February World mother tongue language day Winter Olympics	3 rd March-World book day 3 rd March World wildlife day 21 st March World poetry day 17 th March St Patricks day 2 nd April Autism Awareness	14 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*	Moon Zoom	Amazing Animals	Bright Lights Big City Travel and Food	Childhood	The Enchanted Woodland	Splendid Skies
Inspirational Female/ BAME individuals	Dr Mae Jemison – Engineer, Physician and Astronaut Katherine Johnson (Mathematician)	Puerto Rico – Hurricanes Ntombephi Ntobela – Artist DR. LEELA HAZZAH – conservationist for lions.	Lu Wenyu – Architect of the huang Gongwang Museum China Maria Balshaw – UK female art curator.	Beatrix Potter – illustrator and conservationist. Margarete Steiff – famous toy maker.	George Washington Carver Botanist USA	Marguerite ZorachArtist Artist Fuavism Ada Monzon- Meteorologist

<p>Learning Adventure*</p>	<p>Main Focus: History – Changes within living memory and significant historical figures. Geog – Fieldwork in the local area. Music – Space music. Body percussion.</p>	<p>Main Focus: Geog – Comparing weather with Savannah. Using Geographical names and comparing weather. Art – Pattern and collage. Comparing artists. Music – Soundscapes and musicians from the Savannah.</p>	<p>Main Focus: History – Learn about significant local historical figures. Art- Sculptures and portraits. DT – Understanding where food comes from; making structures and using materials. Music – Soundscapes and body percussion.</p>	<p>Main Focus: DT – Design, create and evaluate models. History – Significant people Music – Magical sounds, music to accompany stories. Songs that help us remember. Childhood songs.</p>	<p>Main Focus: Geog – Making maps, using ariel photographs and making comparisons of country vs urban. Changes in our environment. Art – Drawing and Painting History and Music – links to London Composers and history of London, including the Fire of London.</p>	<p>Main Focus: Music – Traditional Lullabies. Art/DT – Textile patterns, landscapes – using different mediums to create. 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>Carefully crafted picture book with links to inspirational people.</i> Extended writing: <i>Writing with confidence for real purposes and audiences.</i></p>	<p>Non-Fiction Poetry Extended writing: <i>Poetry in a range of forms</i></p>	<p>Illustrate Novel Extended writing: <i>Newspaper report</i></p>	<p>Comically expressive picture book set in the mid-twentieth century. Extended writing: <i>Extended narrative and book making</i></p>	<p>Picture book exploring local issues and personal relationships. Extended writing: <i>Writing own stories</i></p>	<p>Traditional Tale: Contrast and compare using poetry book. Extended writing: <i>Newspaper report Creating own poetry.</i></p>
<p>Key Quality Texts</p>	<p>Look up – Nathan Byron Non-Fiction – range of space books/biography to compare fact and fiction.</p>	<p>One day on our blue planet: In the Savannah by Ella Bailey First book of Animals - Poetry 1 week</p>	<p>Claude in the City by Alex T. Smith</p>	<p>The Adventures of Egg Box Dragon by Richard Adams, illustrated by Alex T. Smith (Hodder) 4 weeks</p>	<p>The Secret Sky Garden by Linda Sarah and Fiona Lumbers (Simon & Schuster)</p>	<p>Pattan’s Pumpkin by Chitra Soundar and Frané Lessac Out and About- a first book or poems – Shirley Hughes</p>

Mathematics	<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
Gospel/ British Values	<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>
Healthy Lifestyles (physical and mental health)*	<p>Cooking and Nutrition Use basic principles of a healthy and varied diet to prepare dishes. Understand where foods come from. Healthy meals for Astronauts. Healthy cooking for the Planet.</p>		<p>Cooking and Nutrition Understand where foods come from Use basic principles a healthy and varied diet to prepare dishes. Understand where foods come from. From Claude – 11 o’clock biscuits – how can we make healthier choices?</p>	<p>Cooking and Nutrition Understand where foods come from Use basic principles a healthy and varied diet to prepare dishes. From The adventures of an Egg box dragon – plan the Queen’s tea party.</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>Invite local Seaford representative in to talk about animal conservation/plastic pollution, through taking positive action.</p>	<p>Visit to Seaford Museum.</p>	<p>Invite parents into classroom to talk about childhoods</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>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>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: Perform simple tests Use their observations and ideas to suggest answers to questions</p> <p>Gather and record data to help in answering questions</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 help in answering questions</p>

Computing* E-Safety will be taught continuously throughout the year		Gather and record data to help in answering questions				
	We are designers! Illustrate an eBookDraw images and pictures that could illustrate a tourist information booklet for the Moon.	We are teachers! To create a power point, using images, sounds and words to teach about the animals in the Savanna. To research Savanna animals online.	We are artists! To create an online Art collection as part of the School Website. Take a virtual tour of an art gallery.	We are treasure hunters! To input instructions into programmable toys in order to follow a planned route.	We are collectors! Finding and sourcing images using the internet, in particular search engines. Computer networks.	We are story tellers! Produce a talking book that can also include images and pictures to set the story. Communication and collaboration.
History*	The lives of significant individuals in the past who have contributed to national and international achievements. Neil Armstrong/ Tim Peak Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Space race. Nasa. New space race. Flying.		Learn about significant historical events, people and places in their own locality Learn about events beyond living memory that are significant nationally or globally To visit Seaford Museum, linking with the key text – Claude in the City.	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of life in different periods Links to key text – The adventures of an Egg Box Dragon - Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of life in different periods	Learn about significant historical events, people and places in their own locality Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of life in different periods Link to key text – Sky Garden – link to music composers and London – then historical study of London including the Great Fire of London, how music reflects history.	Learn about events beyond living memory that are significant nationally or globally

Geography*

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

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.

Human and physical geography

Use basis vocabulary to refer to: Key physical and human features.

Links to Key Text Look Up:

Local Area study.
Creating local area maps
Naming physical and human features of local area – Rocket’s and School’s.

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

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

From Key Text – to look at Savanna and the desert. To compare to UK physical aspects comparison of weather.

Human and Physical Knowledge

Use basic geographical vocabulary to refer to key human features including; city, town, village factory, farm, office, port, harbour, shop

Locational Knowledge

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

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.

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.

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

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.

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.

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

From key text – The Sky Garden- Investigate local environment and how to help improve it. Changes over time. Vocabulary and comparative study with rural vs urban.

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

Locational Knowledge

Name and locate the World’s seven continents and five oceans

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

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.

Link to key text – Pattans Pumpkin - a wider study of India as a whole or the Western Ghats mountains. Children could compare their own

			<p>From key text: Claude in the City – compare and contrast city with countryside and seaside. Make a map and use key to demarcate buildings like the museum and hospital.</p>			<p>town/city or school with a school in Mannarkkad. An exploration of the area in which the story takes place compared with children’s own locality, will support their use of atlases and maps and their naming of continents, countries and oceans. Children can use geographical language and vocabulary to describe the weather and climate, as well as the human and physical features.</p>
<p>Art*</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>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>Key text – One day on our blue planet - Children to explore pattern and</p>	<p>To use a range of materials creatively to make and design products</p> <p>To learn about a work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own works.</p> <p>Link to main text: Claude in the City – to explore the art at the museum – comparing sculptors/portraiture/modern and abstract art.</p>	<p>Use a range of materials creatively to make and design products</p> <p>From key text – The adventures of an Egg Box Dragon – to explore the illustrations of Alex T. Smith. To draw characters of animals, toys and models expressing emotion. To use the illustrations to accompany their stories.</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>Link to Key Text – Sky Garden – self-portraits in line drawing - capturing expression.</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> <p>Link to text – Pattans Pumpkin - Children can explore traditional textile patterns and designs, such as Rangoli. initially influenced by Frané Lessac’s exciting and colourful landscape illustrations from the text, children can compare these with photographs of the</p>

	<p>Explore and appreciate the work of significant artists and illustrators that influenced Bartram as well as drawing parallels with others who use similar techniques and media</p>	<p>camouflage, focussing on the different animals in the text. Ntombephi Ntobela – Artist</p>	<p>To create class art gallery.</p>			<p>Western Ghats mountain ranges which inspired her images, before producing their own landscape paintings. Children can explore different painting media, such as the gouache paint used by Lessac for all of her illustrations for the text. Children can compare Lessac’s style to the landscapes created by the Fauvist artists during the early 20th Century. Artists who worked in the Fauve style include Matisse and Derain.</p>
<p>Design and Technology*</p>	<p>Cooking and Nutrition Use basic principles of a healthy and varied diet to prepare dishes. Linked to key text – producing nutrient rich dishes for astronauts.</p> <p>Make Spaceships 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. form practical tasks (e.g.</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 construction materials, textiles and</p>	<p>Cooking and Nutrition Understand where foods come from. How can we cook healthier 11.00 o’clock biscuits (from Claude in the City).</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>Cooking and Nutrition. Use basic principles of a healthy and varied diet to prepare dishes. Linked to key text – producing food for the Queen’s tea party.</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>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 Build structures exploring how they can be made stronger, stiffer and more stable.</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 construction materials, textiles and ingredients, according to their characteristics.</p>

	<p>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 Build structures exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms (e.g. levers, slides, wheels and axles), in their products.</p>	<p>ingredients, according to their characteristics.</p> <p>Key text -One day on our blue planet - Design purposeful, functional and appealing products for themselves and other users based on design criteria.</p> <p>Den making – to construct animal hides in outside area.</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>From key text: Claude in the City – To design a sock friend for Claude.</p> <p>An alarm using different materials to protect a museum display. A trap for a robber.</p>	<p>Evaluate Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical Knowledge Explore and use mechanisms (e.g. levers, slides, wheels and axles), in their products.</p> <p>Link to key text – How to Make and Egg Box Dragon – children to design, make and evaluate their own dragon models.</p>	<p>Link to key text – Sky garden – Make a kite.</p>	<p>Cooking and Nutrition Understand where foods come from.</p> <p>Link to key text – Pattan’s Pumpkin - children can taste, describe and evaluate different recipes involving pumpkin as well as creating their own meals. Children can design, make and evaluate their own model boat or floating craft to rescue Pattan, his family and his animals from a flood. Children can make storyboxes to represent some of the scenes and environments in this story</p>
<p>PHSEE*</p>	<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. <p>Seal Units</p> <ul style="list-style-type: none"> • New Beginnings. <p>Go-Givers: More than one friend (feeling left out)</p>	<p>Anti-bullying Themes Individual liberty Seal Units</p> <ul style="list-style-type: none"> • Getting on and Falling Out. • Say no to Bullying <p>Go-Givers: Bullying: I won’t be made to feel bad (dealing with bullying)</p> <p>Bouncing back</p>	<p>Safer Internet Themes Being responsible citizens Seal Units</p> <ul style="list-style-type: none"> • Going for Goals <p>Go-Givers: Caring for our community</p>	<p>British Values Themes (Spirituality Week)</p> <p>Sex Education</p> <p>Seal Units</p> <ul style="list-style-type: none"> • Good To Be Me <p>Go-Givers: Chicken Soup</p>	<p>Eco and sustainable Themes Seal Units Relationships.</p>	<p>Multi-cultural Themes Mutual respect and tolerance Seal Units</p> <ul style="list-style-type: none"> • Changes.
<p>PE</p>	<p>Real PE – Space? Indoor Dancing</p> <ul style="list-style-type: none"> • Outdoor – throwing and catching. 	<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.

<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 to create space sounds.</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>Links to key text: One day on this blue planet – to sue soundscapes of the African Savannah, the difference between night and day sounds. To listen to music produced by famous musicians from the Savannah – African drums collection – African Savanna at night.</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>Link to key text: Claude in the City - Create city Soundscapes using voice sounds, instruments, and body percussion to encapsulate the busy city scene.</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>Play tuned and untuned instruments musically</p> <p>Link to key text – The adventures of an Egg Box dragon – children to explore a range of instruments to create magical sounds. To record their music which will be played with their stories.</p> <p>Childhood songs</p>	<p>Listen with concentration and understanding to high quality live and recorded music.</p> <p>Link to key text – Sky Garden – link to music composers and London – then historical study of London including the Great Fire of London, how music reflects history.</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> <p>From Key text – Pattan’s Pumpkin - Listen to some lullabies in the Tamil language, which is one of the languages spoken in Southern India that the Irular tribe would most likely be familiar with. Learn a traditional lullaby. Play some Indian instruments.</p>
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