

St George Curriculum Map 2020-21

Some outcomes and sequence of learning in the term may change slightly due to child led learning although the objectives and skills learned will remain the same.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
National/ Whole School Events	<ul style="list-style-type: none"> • 21st September- Peace Day • 1st October- National Poetry day • October - Black History Month 	<ul style="list-style-type: none"> • 31st October - Halloween • 5th November- Guy Fawkes • 11th November- Remembrance Sunday • 14th November- <ul style="list-style-type: none"> • Diwali • 20 November – Universal Children’s Day • 22– 22 November – Road Safety Week 	<ul style="list-style-type: none"> • 6th January-21st February- Big School’s Birdwatch • 21st February world mother tongue language day • 30th January-6th -February- National Storytelling week • 1st-7th February- Children’s mental health week • 9th February- Safer Internet Day • 16th February- Shrove Tuesday • 17th February- Ash Wednesday and start of Lent 	<ul style="list-style-type: none"> • 4th March- World book day • 3rd March-World wildlife day • 21st March- World poetry day • 27th March -St Patricks Day • 2nd April -Autism Awareness • 12th March British Science week • 4th April Easter • 8th April- International Women’s Day 14th March -Mothers’ Day • 15th April World Art Day 	<ul style="list-style-type: none"> • 8th May migratory bird day • 30 Days wild- June • 5th June: World Environment Day • 20th June -Fathers’ Day 	<ul style="list-style-type: none"> • 30 Days wild- June • 22nd June Windrush day
Assemblies	See assembly timetable for the year					

Theme	Towers, Tunnels and Turrets	Street Detectives	The Scented Garden	Wriggle and Crawl	Land Ahoy	Beachcombers
Inspirational Female/ BAME (Black, Asian and Minority Ethnic) individuals	Phillis Wheatley First published African-American Poet	Zonia Baber - geographer	Wangari Maathai – established the Green Belts movement that focuses on planting trees to replenish the environment Awarded Nobel Peace Prize in 2004 Helen Keller	Jane Goodall Maria Sibylla Merian Raku Inuoe	Grace Darling Nathalie Miebach - storm artist Floella Benjamin	Mary Anning Floella Benjamin
Migration (Our Migration Story)	John Agard- Poet from Guyana now living in Lewes		St George		Floella Benjamin- Coming to England	
Learning Adventure	Main Focus: Science/History DT – Making models of towers, bridges and tunnels History – Castles significant individuals-Isambard Kingdom Brunel Timelines Science Use of everyday materials Music - Three Little Pigs- timbre focus (types of sound)	Main Focus: History/Geography History – Changes within living memory – significant individuals Art – Famous local artists – drawing, painting, collaging scenes from local area Geog – Fieldwork in the local area	Main Focus: Science Science – Plants Art – Observational drawing and photography; Sculptures, flower pressing Artist- Van Gogh Geog – Plants in the local environment; plants of the world Music - Jack and the Beanstalk- pitch and dynamics focus	Main Focus: Science Science – Living things and their habitats DT – Origins of food, selecting natural materials Music – Play tuned and un -tuned instruments, sounds of insects in music Art - Artist Raku Inuoe	Main Focus: Geography Geography – Using and making maps; Location knowledge; Using and giving directions History – Significant historical people Music - Sea Shanties PE : Traditional folk dance Art : Water theme Artist Nathalie Miebach	Main Focus: Geography Science – Living and non-living things Art – Sketchbook; 3D modelling; sand-art; seascapes Music - beach/sea soundscapes DT – Finger puppets

<p>R.E (come and See)</p>	<p>Beginnings God at every beginning</p> <p>Signs & symbols Signs & symbols in Baptism</p> <p>Preparations Advent; preparing to celebrate Christmas</p> <p>Judaism- Prayer/home- Shabbat the day for God, the day or rest.</p>		<p>Books The books used in Church</p> <p>Thanksgiving Mass a special time for saying thank you to God for everything, especially Jesus</p> <p>Opportunities Lent; an opportunity to start anew in order to celebrate Jesus' new life</p> <p>Spirituality Week</p>		<p>Spread the word Pentecost a time to spread the Good News</p> <p>Rules Reasons for rules in the Christian family Sacrament of Reconciliation</p> <p>Treasures God's treasure; the world</p> <p>World religions</p>	
<p>English</p>	<p><i>Poetry – Songs and repetitive poems</i></p> <p><i>Fiction -Traditional Tales</i></p> <p><i>Non-fiction – letters and postcards</i></p> <p><i>(Hamilton Trust)</i></p>	<p><i>Fiction – Imaginary texts – narrative</i></p> <p><i>Non-fiction: Information texts</i></p> <p><i>Poetry : Traditional poems for young children</i></p> <p><i>(Hamilton Trust)</i></p>	<p><i>Fiction – Stories involving fantasy</i></p> <p><i>Non-fiction – Instructions</i></p> <p><i>Story from another culture- Wangari Maathai: Trees of Peace.</i></p> <p><i>(Hamilton Trust)</i></p>	<p><i>Poetry-The Senses</i></p> <p><i>Fiction -Stories about the wild</i></p> <p><i>Non-fiction – recounts</i></p> <p><i>(Hamilton Trust)</i></p>	<p><i>Fiction – Stories by the same author: Anthony Browne</i></p> <p><i>Non-fiction – Information texts</i></p> <p><i>Fiction Quest and Adventure stories</i></p> <p><i>(Hamilton Trust)</i></p>	<p><i>Poetry-Favourite poems</i></p> <p><i>Non Fiction- Recounts</i></p> <p><i>Poetry – Really Looking – poems about birds</i></p> <p><i>(Hamilton Trust)</i></p>
<p>Key Quality Texts</p>	<p>Key Text:</p> <p>Three Little Pigs by Nick Sharatt</p> <p>Three Little Pigs from Hamilton Trust</p> <p>Three Little Wolves and the Big Bad Pig by Eugene Trivizas</p> <p>The Works chosen by Paul Cookson (poetry anthology)</p> <p>John Patrick Norman McHennessy by John Burningham</p> <p>Dear Teacher by Amy</p>	<p>Key Text:</p> <p>Dogs by Emily Gravett</p> <p>Matilda's Cat by Emily Gravett</p> <p>Boris and Sid find a tiger – Hamilton Group Readers</p> <p>Chicken and Shark – Hamilton Group Readers</p> <p>The Red Gold Dragon Hamilton Trust Oral story</p> <p>The Little Story Who Didn't Want to be Told Hamilton Group Reader</p> <p>The Bear and the Piano by David Litchfield</p>	<p>Key Text:</p> <p>The Dragon Machine by Helen Ward</p> <p>George and the Dragon by Chris Wormell</p> <p>The Paper Bag Princess by Robert Munsch</p> <p>Instructions by Neil Gaiman, Bloomsbury</p> <p>The Works chosen by Paul Cookson</p> <p>Wangari's Trees of Peace – A true story</p>	<p>Key Text:</p> <p>The Tin Forest by H Ward and W Anderson</p> <p>The Whales' Song by D Sheldon and G Blythe</p> <p>Wild Pets Hamilton Group Reader</p> <p>Diary of a Wombat by Jackie French. Harper Collins</p> <p>Chicken's Bad Dream Hamilton Group Reader</p> <p>The dog who wouldn't stop barking Hamilton Group Reader</p>	<p>Key Text:</p> <p>Willy the Wimp, Gorilla, Silly Billy and The Night Shimmy All by Anthony Browne</p> <p>A selection of classic poems</p> <p>Lost and Found and The Way Back Home by Oliver Jeffries</p> <p>We're going on a bear hunt by Michael Rosen</p>	<p>Key Text:</p> <p>Harry and The Bucketful of Dinosaurs by Ian Whybrow</p> <p>Nana, what is an information text? By Ruth Merttens. Hamilton Group Reader</p> <p>Tyrannosaurus Drip by Julia Donaldson</p> <p>Selected poems from Hamilton Trust resources</p> <p>-----</p> <p>The Water Sings Blue- kate</p>

	Husband The Three Guinea Fowl – Hamilton Group Readers	Flat Rabbit by Bardur Oskarsson The Works chosen by Paul Cookson	from Africa ----- Non-fiction books about plants, seeds and gardens Camille and the Sunflowers – Laurence Anholt Window – Jeannie Baker	The Works chosen by Paul Cookson	The Quest Hamilton Group Reader	Coombs Flotsam – David Weisner
Mathematics	<ul style="list-style-type: none"> • Number: Place Value • Number: Addition and Subtraction 	<ul style="list-style-type: none"> • Measurement: Money <ul style="list-style-type: none"> • Number: Multiplication and division 	<ul style="list-style-type: none"> • Number: multiplication and Division • Statistics • Geometry: Properties of shape 	<ul style="list-style-type: none"> • Number Fractions • Measurement: length and height • Consolidation 	<ul style="list-style-type: none"> • Position and direction • Problem solving and efficient methods 	<ul style="list-style-type: none"> • Measurement: time • Measurement: Mass, capacity and Temperature • Investigations
Gospel/ British Values	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)	What are British Values? (Cornerstones) Anti-bullying Online Safety	What are British Values? (Cornerstones) Martin Luther King Jr Day (Cornerstones) (Fair and Equal treatment for all)	Fabiola Gianotti (Cornerstones) Awra Amba - Lyfta Gender Equality International Women’s Day (8/3) (SDG 5) Safer Internet Day (Cornerstones)	What are British Values? (Cornerstones) Secrets of the Opera – Lyfta Terrific Teamwork (SDG 3)	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)
Healthy Lifestyles (physical and mental health)	We are all unique and special. Staying safe and well (Covid 19 rules)	Anti-Bullying themes Road safety	Wellbeing and nature	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Water/sea safety	Caring for our environment and how it care for us.

Learning in the community	Back in our school community	Links with community	TBC	TBC	TBC Links with RNLI	TBC Links with Community and Seaford Beach
Science	<p>Everyday Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Everyday Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Living things and their habitats Identify and name a variety of plants in their habitats including micro-habitats</p>	<p>Plants Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>Animals including humans Notice that animals including humans, have offspring that grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans for survival (water, food and air).</p> <p><i>Additional unit: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i></p> <p>Living things and their habitats Identify and name a variety of plants and animals in their habitats including micro-habitats</p>	<p>Everyday Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Animals including humans Find out about and describe the basic needs of animals, including humans for survival (water, food and air).</p> <p>Living things and their habitats Explore and compare the difference between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats including micro-habitats</p> <p>Describe how animals obtain their foods from plants and other animals, using the idea of a simple</p>

						food chain and identify and name different sources of food
	<p align="center">Working scientifically</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help answer questions.</p>		<p align="center">Working scientifically</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help answer questions.</p>		<p align="center">Working scientifically</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help answer questions.</p>	
<p align="center">Computing</p> <p align="center">E-Safety will be taught continuously throughout the year</p>	<p align="center">E-safety Using Scratch- developing skills for this programme.</p>	<p align="center">Towns and journeys- to enhance our programming skills with a robot or roamer</p>	<p align="center">Plants and how they grow- collecting data and presenting data in graphs and presentations.</p> <p align="center">Photography</p>	<p align="center">Shapes and patterns- programming a robot or roamer along a path, creating patterns and shapes.</p>	<p align="center">TV presenters- planning and record a TV show</p>	<p align="center">Digital presentations Sharing news- planning a newspaper page, adding text and publishing.</p>
<p align="center">History</p>	<p>Learn about events beyond living memory that are significant nationally and globally</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life</p>	<p>Learn about changes within living memory. Where appropriate these should be used to reveal aspects of change in national life</p> <p>Learn about significant historical events, people and places in their own locality</p>			<p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Learn about events beyond living memory that are significant nationally and globally</p>

	in different periods					
Geography	<p>Human and Physical features Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical Skills Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple fieldwork and observations skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Geographical Skills Use simple compass directions (North, South, East, West) and locational and directional language(e.g. near, far; left and right) to describe the location of features and routes on a map.</p> <p>Use aerial photographs 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 simple fieldwork and observations skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of contrasting non-European country</p> <p>Geographical Skills Use simple fieldwork and observations skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Geographical Skills Use simple fieldwork and observations skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</p> <p>Geographical Skills Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and 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>Use aerial photographs 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 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 features Use basic geographical vocabulary to refer to key physical features including beach, cliff, forest, hill, coast, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>

<p style="text-align: center;">Art</p>	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations</p> <p>Learn about the 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 work</p>	<p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations</p> <p>Learn about the 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 work.</p>	<p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations</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 differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Use a range of materials creatively to design and make products</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 differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Use a range of materials creatively to design and make products</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 design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations</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 differences and similarities between different practices and disciplines, and making links to their own work.</p>
<p style="text-align: center;">Design and Technology</p>	<p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and</p>	<p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p>	<p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Evaluate</p> <p>Evaluate their ideas and products against design criteria</p> <p>Make</p> <p>Select from and use a range of tools and</p>	<p>Cooking and Nutrition</p> <p>Understand where food comes from</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>Evaluate</p> <p>Evaluate their ideas and products against design</p>	<p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p> <p>Technical Knowledge</p>	<p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p> <p>Evaluate</p>

	<p>communication technology</p> <p>Evaluate Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against 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>Technical Knowledge Build structures, exploring how they can be made stronger, stiffer and more stable</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>Evaluate Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical Knowledge Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>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>criteria</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms e.g. levers, sliders, wheels and axles in their products</p> <p>Evaluate Evaluate their ideas and products against design criteria</p>	<p>Evaluate their ideas and products against design criteria</p>
<p>PSHE</p>	<p>Theme 1: Created and Loved by God</p> <p>Religious understanding of the human person: loving myself</p> <p>Me, my body and my health</p>	<p>Theme 2: Created to love others</p> <p>Religious understanding of human relationships: loving others</p> <p>Personal Relationships</p>	<p>Theme 2: Created to love others</p> <p>Keeping safe and people who can help me</p> <p>Personal Relationships</p> <p>Theme 3: Created to live in community (local, national and global)</p>			

	Emotional well-being and attitudes Life cycles and fertility		Keeping safe and people who can help me		Religious understanding of the importance of human Communities Living in the wider world	
PE Subject to change due to COVID 19 Secure provision	<ul style="list-style-type: none"> Real PE Games- Throwing and Catching 	<ul style="list-style-type: none"> Real PE Games- throwing, catching and ball work 	<ul style="list-style-type: none"> Real PE Group and Invasion games 	<ul style="list-style-type: none"> Real PE Gymnastics 	<ul style="list-style-type: none"> Real PE Dance 	<ul style="list-style-type: none"> Real PE Team games Fielding/striking
Music Some restrictions due to current group performing guidelines.	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Use their voices expressively and creatively by singing songs and 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>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p>	<p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>
French	N/A	N/A	N/A	N/A	N/A	N/A