

**St Teresa Curriculum Map 2021 -2022**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
National/ Whole School Events	<p>21<sup>st</sup> September International Day of Peace 7<sup>th</sup> October National Poetry day 15<sup>th</sup> October Global Handwashing Day</p>	<p>4<sup>th</sup> November Diwali 5<sup>th</sup> November Guy Fawkes 11<sup>th</sup> November Remembrance Sunday 20<sup>th</sup> November 27<sup>th</sup> November to 24<sup>th</sup> December Advent Universal Children’s Day 30<sup>th</sup> November St Andrew 10<sup>th</sup> December Human Right’s Day</p>	<p>4<sup>th</sup> January World Braille Day 21<sup>st</sup> January Martin Luther King Jnr Day 25<sup>th</sup> January Robert Burn’s Night 8<sup>th</sup> February Safer Internet Day 1<sup>st</sup> February Chinese New Year</p>	<p>2<sup>nd</sup> March – 16<sup>th</sup> April Lent 3<sup>rd</sup> March World wildlife day 8<sup>th</sup> March International Women’s Day 11<sup>th</sup> to 20<sup>th</sup> March National Science Week 3<sup>rd</sup> March World book day 17<sup>th</sup> March St Patrick’s Day 21<sup>st</sup> March World poetry day 2<sup>nd</sup> April Autism Awareness</p>	<p>2<sup>nd</sup> April – 1<sup>st</sup> May Ramadan 23<sup>rd</sup> April St George’s Day 28<sup>th</sup> May Amnesty International Day 15<sup>th</sup> May National Children’s Day 28<sup>th</sup> May World Hunger Day</p>	<p>2<sup>nd</sup> to 5<sup>th</sup> June Queen’s Platinum Jubilee 5<sup>th</sup> June World Environment Day 8<sup>th</sup> June World Ocean’s Day 10<sup>th</sup> July Don’t step on a bee day 14<sup>th</sup> July Emeline Pankhurst Day 18<sup>th</sup> July Nelson Mandela Day</p>
Assemblies	See assembly timetable for the year					
Theme	<b>A Child’s War</b>		<b>Darwin’s Delights</b>		<b>Gallery Rebels</b>	

<p><b>Inspirational Female/ BAME individuals</b></p>	<p>Noor Inayat Khan Bessie Coleman Spitfire Women, Code-Breakers, WRNS, Women’s Land Army etc. Vera Lynn Anne Frank Floella Benjamin Kwane Alexander Jesse Owens</p>	<p>Mary Anning Marianne North Rosalind Franklin Georgia O’Keefe Greta Thunberg</p>	<p>Frida Kahlo Jean-Michel Basquiat Maya Angelou</p>
<p><b>Migration (Our Migration Story)</b></p>	<p>Evacuees Polish soldiers and refugees in World War 2 Britain Global Britons at war: soldiers from the British Empire/Commonwealth Jewish refugees and the Nazi regime The Windrush</p>	<p>Animal and human migration The positive impact of migration on the sciences</p>	<p>The positive impact of migration on the arts, sports and wider society</p>
<p><b>Learning Adventure</b></p>	<p><b>A Child’s War</b> <b>Focus:</b> <b>Art</b> – The Blitz: improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials <b>Computing</b> – Use search technologies and presentation software <b>D.T.</b> - Understand and apply the principles of a healthy and balanced diet; understand seasonality and ‘buying and eating local’; prepare and cook a recipe from war time; understand how key events and individuals in design and technology have helped shape the world <b>Geography</b> – Latitude and longitude; the Commonwealth and the UN; political geography of the UK <b>History</b> – The Second World War and the End of Empire; achievements and follies of mankind <b>Music</b> – Sounds of the war: listen with attention to detail and recall sounds with increasing aural memory; improvise and compose music/sounds <b>PSHE</b> - Learn how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those you disagree with; empathise with people in different time, in different</p>	<p><b>Darwin’s Delights</b> <b>Focus:</b> <b>Art and D.T.</b> - Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials; select from and use a wider range of materials and components, including textiles; observational drawing <b>Computing</b> – online research and understanding computing networks; collect, analyse, evaluate and present data and information; morphing software <b>Geography</b> – Use maps; identify the position and significance of latitude, longitude, Equator, Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles, the Prime/Greenwich Meridian and time zones <b>History</b> – Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies; achievements and follies of mankind <b>PSHE</b> – Internet safety and reliable websites; environmental issues <b>Science</b> – Evolution and inheritance; Linnaeus and classification; nature observation over time, using a quadrat; living things and their habitats</p>	<p><b>Gallery Rebels</b> <b>Focus:</b> <b>Art</b> – Great artists of the 19<sup>th</sup> and 20<sup>th</sup> centuries; creating a sketchbook; explore and understand the meanings of works of art <b>Computing</b> - Use search engines to source images of art from any of the modern art genres; set up a digital portfolio; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <b>D.T.</b> - understand how key events and individuals in design and technology have helped shape the world; select and use tools and materials <b>Geography</b> - Use the web to research the locations of significant art galleries around the world. Mark their locations on a world map, finding out about the cities where they can be found and suggesting reasons why they were built there, such as transportation links, population and tourism <b>History</b> - Know and understand significant aspects of the history of the wider world; achievements and follies of mankind <b>Music</b> – Listening, improvising and composing; developing an understanding of the history of music <b>Music and PSHE</b> – Songs of protest</p>

	<p>circumstances and parts of the world; internet safety and fake news  <b>Science</b> – Sound (LKS2)</p>		<p><b>PSHE</b> – Art and protest; Internet safety and reliable websites  <b>Science</b> - Explore the science of colour through a range of colour based investigations, including chromatography and marbling; links to Light in Term 1</p>
<p><b>R.E</b>  ( come and See Y5 curriculum)</p>	<p><b>Domestic Church – Family: Ourselves</b> – Created in the image and likeness of God  <b>Baptism/Confirmation – Belonging: Life Choices</b> – Marriage, commitment and service  <b>Advent/Christmas: Loving: Hope</b> – Advent; waiting in joyful hope for Jesus; the promised one  <b>Judaism – Belongings and values</b> - Beliefs and festivals: Pesach</p>	<p><b>Local Church – Community: Missions and Life Choices</b> – Continuing Jesus’ mission in diocese (ecumenism)  <b>Eucharist/Relating – Memorial Sacrifice: Life Choices</b> – the Eucharist: the living memorial of Jesus  <b>Lent/Easter – Giving: Sacrifice</b> – Lent, a time of giving in order to celebrate the sacrifice of Jesus  <b>Spirituality Week</b></p>	<p><b>Pentecost – Serving: Transformation</b> – Celebration of the Spirit’s transforming power  <b>Reconciliation/Inter-relating – Freedom and responsibility</b>– Commandments enable Christians to be free and responsible  <b>Universal Church/World: Stewardship</b> – The Church is called to stewardship of Creation  <b>Islam – Belonging and Values - Beliefs and Festivals:</b> Ramadan and Pilgrimage</p>
<p><b>English</b></p>	<p>Extended writing/stories that raise issues – write an outsider story  Biographies: researching, planning and writing a biography  Letters: both formal and informal  Diary writing  Newspaper report/recount  Exploring patterns and writing poetry</p> <p>The art of summarising and identifying key ideas for comprehension</p>	<p>Predictive and descriptive writing  News/media report  Instructional and explanation writing</p> <p>The art of summarising and identifying key ideas for comprehension</p>	<p>Research  Expressionist poetry  Surrealist narrative  Explanatory text</p> <p>The art of summarising and identifying key ideas for comprehension</p>
<p><b>Key Quality Texts and Picture Books to support cross-curricular learning</b></p>	<p><b>Eric</b> by Shaun Tan and <b>The Lost Thing</b> by Shaun Tan  <b>The Island</b> by Armin Greder  <b>Something Else</b> by Kathryn Cave and Chris Riddell  <b>Coming to England</b> by Floella Benjamin  <b>The Undefeated</b> by Kwane Alexander  <b>Friend or Foe</b> by Michael Morpurgo  <b>Skyward</b> by Sally Deng  <b>Poems from a Green and Blue Planet</b> by Sabrina Mahfouz (linking to next term’s topic)  <b>A Christmas Carol</b> by Charles Dickens</p>	<p><b>Greek Myths</b> by AnnTurnbull  <b>Percy Jackson and the Lightning Thief</b> by Rick Riordan  <b>When Darwin Sailed the Seas</b> by David Long and and Sam Kalda  <b>On the Origin of Species</b> by Sabina Radeva  <b>Grow: Secrets of our DNA</b> and <b>Lots: The Diversity of Life on Earth</b> by Nicola Davies and Emily Sutton  <b>Earth Heroes</b> by Lily Dyu and Jackie Lay  <b>Georgia’s Bones</b> by Jen Bryant and Bethanne Andersen and <b>My Name Is Georgia</b> by Jeanette Winter (linking to next term’s topic)</p>	<p><b>Me, Frida, and the Secret of the Peacock Ring</b> by Angela Cervantes  <b>Portrait of an Artista: Frida Kahlo</b> by Lucy Brownridge and Sandra Dieckmann  <b>Life Doesn’t Frighten Me</b> by Maya Angelou  <b>Radiant Child</b> by Javaka Steptoe  <b>How to Be an Explorer of the World (Portable Life Museum)</b> by Keri Smith  <b>Human Journey</b> by Alice Roberst and J. W. Lewis</p>
<p><b>Human Rights Texts</b></p>	<p><b>We Are All Born Free</b> (The Universal Declaration of Human Rights in Pictures)  <b>For Every Child</b> (The Rights of the Child in Words and Pictures)  <b>Malala’s Magic Pencil</b> by Malala Yousafzai and Kerascoet</p>		

<b>We Are Displaced</b> by Malala Yousafzai						
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Number: Place Value</li> <li>Number: Addition, Subtraction, Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Geometry- position and direction</li> <li>Consolidation</li> </ul>	<ul style="list-style-type: none"> <li>Number: Fractions, Decimals and Percentages</li> <li>Number: Algebra</li> </ul>	<ul style="list-style-type: none"> <li>Measurement: Converting Units</li> <li>Measurement: perimeter, Area and Volume</li> <li>Number: Ratio</li> </ul>	<ul style="list-style-type: none"> <li>Geometry: properties of Shape</li> <li>Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>Statistics</li> <li>Investigations</li> <li>Consolidation</li> </ul>
<b>Gospel/ British Values</b>	<p><b>Includes</b></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>
<b>Healthy Lifestyles (physical and mental health)</b>	<p>Food from the war compared to today</p> <p>Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>Refer to Health Rducation Mapping Guidance from the PSHE Association</p>		<p>Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>Refer to Health Rducation Mapping Guidance from the PSHE Association</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> <p>Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>Refer to Health Rducation Mapping Guidance from the PSHE Association</p>	
<b>Science</b>	<p><b>Light</b></p> <p>Recognise that light appears to travel in straight lines</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><b>Evolution and Inheritance</b></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><b>Living things and their habitats</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including</p>	<p><b>Animals (including humans)</b></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 which nutrients and water are transported with animals, including humans</p>	

<p><b>Computing</b></p> <p>E-Safety will be taught continuously throughout the year</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><b>Electricity</b> 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><b>Working scientifically</b> As per <a href="#">Progression in working scientifically skills   PLAN (planassessment.com)</a></p>	<p>Recognise that living things produce off-spring of the same kind, but normally offspring vary and are not identical to 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><b>Working scientifically</b> As per <a href="#">Progression in working scientifically skills   PLAN (planassessment.com)</a></p>	<p>micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p><b>Working scientifically</b> As per <a href="#">Progression in working scientifically skills   PLAN (planassessment.com)</a></p>	<p><b>Working scientifically</b> As per <a href="#">Progression in working scientifically skills   PLAN (planassessment.com)</a></p>
	<p>Using technology for good (linked to PSHE)</p> <p>Hamilton Trust - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>Internet safety, fake news, website reliability (linked to PSHE)</p> <p>Hamilton Trust – UKS2 Computational Thinking and Creativity</p>	<p>Collecting, evaluating and presenting information Internet safety and website reliability (linked to PSHE)</p> <p>TBA</p>	
	<p><b>History</b></p> <p>Study an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066; develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p>	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p> <p>Links to Ancient Greece in English</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p>	
	<p><b>Geography</b></p> <p><b>Locational Knowledge</b></p>	<p><b>Locational Knowledge</b></p>	<p><b>Locational Knowledge</b></p>	

Art	<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 (Topic, PSHE, English); name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (Topic and English); identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (Topic)</p> <p><b>Place Knowledge</b> 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 (Topic, PSHE and English)</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (Topic); 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 (Topic, Science, PSHE and English)</p> <p><b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (Topic and Science)</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 (Topic)</p> <p><b>Human and Physical Geography</b> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (R.E. and PSHE)</p>
	<p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p>	<p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>Learn about great artists, architects and designers in history</p>	<p>Create sketch books to record observations and use them to review and revisit ideas</p> <p>Learn about great artists, architects and designers in history</p>
	<p>Evaluate ideas and products against own design criteria and consider the views of others to improve</p> <p>Understand how key events and individuals in D&amp;T have helped shape the world</p> <p>Understand and apply the principles of a healthy and balanced diet; understand seasonality and 'buying and eating local'; prepare and cook a recipe from war time</p> <p>Understand and use electrical systems in products</p>	<p>Select from and use a wider range of materials and components, including textiles</p> <p>Understand and apply the principles of a healthy and balanced diet; understand seasonality and 'buying and eating local'</p>	<p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>
Design and Technology			

EPR and RSHE  Human and Children rights , as well as environmental issues, will be taught throughout the school year					
	<p><b>New beginnings and relationships</b></p> <p><b>Belonging</b></p> <p><b>Fake news and internet safety</b></p> <p><b>Managing anger – how my brain works</b></p> <p><b>Healthy diet</b></p> <p>Protective behaviours lesson 1 – Feeling safe Protective behaviours lesson 2 – Feeling unsafe</p>	<p><b>Being responsible citizens</b></p> <p><b>Bullying and cyberbullying</b></p> <p><b>Differences and tolerance</b></p> <p><b>Equity and equality</b></p> <p><b>Democracy and British Values</b></p> <p>Protective behaviours lesson 2 – Body awareness Protective behaviours lesson 3 – Networks and telling</p>	<p><b>Rights and responsibilities</b></p> <p><b>Sex education</b></p> <p><b>Eco-friendly and sustainable themes</b></p> <p><b>Food poverty</b></p> <p><b>Stereotyping (links to French)</b></p> <p>A Journey in Love – Sex and Relationship Education</p>		
PE	Swimming (depending on Seaford head Pool) Invasion Games	Gymnastics: Sequences, partner work, apparatus	Net and wall skills	Games: Striking and Fielding	Athletics: Run, jump, throw
Music	<p>Improvise and compose music for a range of 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>Improvise and compose music for a range of 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>Improvise and compose music for a range of 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>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>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>	
French	French culture and geography	French culture and geography	Rigolo 1  Revision: Bonjour	Les animaux  La famille	<p>Quelle heure est-il?</p> <p>On mange</p> <p>Ou vas-tu?</p> <p>Common school vocabulary</p>

			En Classe Mon Corps			SMSC studies, exploring stereotypes (links to PSHE)
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